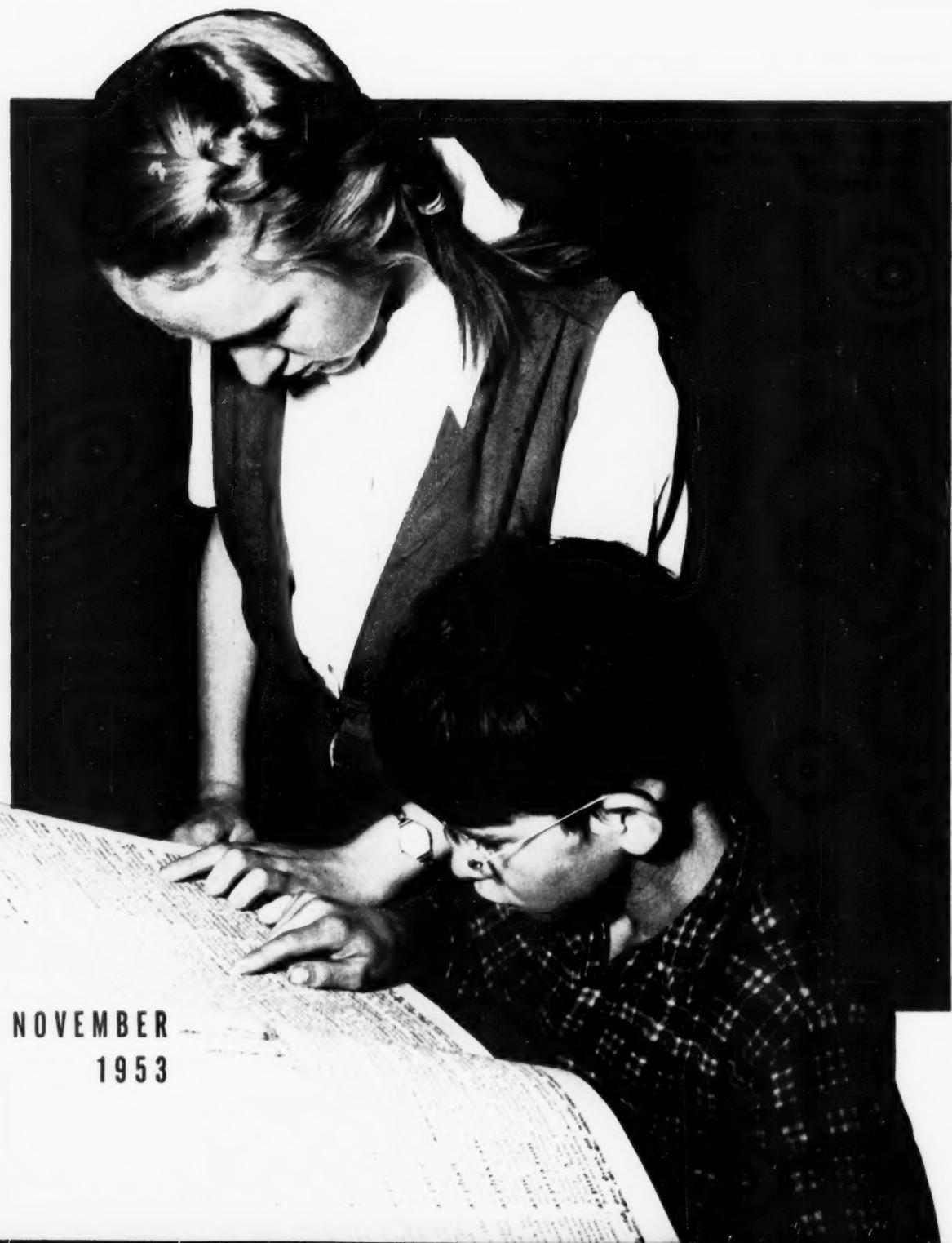


# *The* **School Executive**



NOVEMBER  
1953

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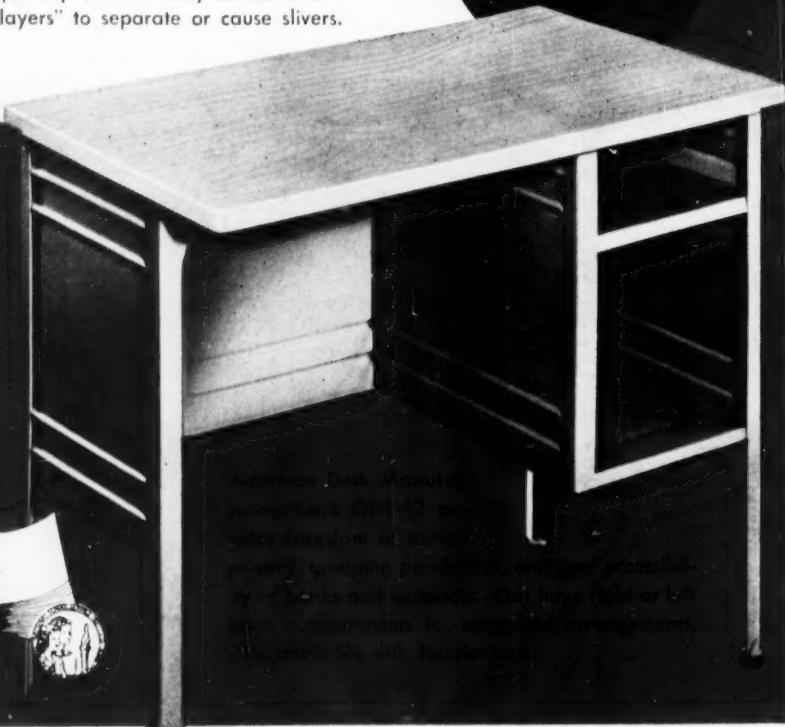
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# The School Executive

NOVEMBER, 1953

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**COVER** Youngsters with defective eyesight use sight-saving facilities in the Escanaba, Michigan, Schools special education department.

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## Preview for December

I WANT to tell you particularly about the Planning Section for the December SCHOOL EXECUTIVE; it will be unusually interesting and important. We are calling it "Educational and City Planning." The list of authors who have prepared this material in an impressive one:

- Harold S. Buttenheim, Editor of *The American City* magazine, and internationally known for his work in city planning.
- Donald Livingstone, noted West Coast city planner, now associated with the architectural firm of John C. Warnecke of San Francisco.
- Howard K. Menhinick, of Georgia Institute of Technology, and formerly community planner for the Tennessee Valley Authority.
- Harry Gillies, eastern manager for Perkins and Will, architects of Chicago, and formerly city manager of Dayton, Ohio.

The work of this group will certainly command the attention of all school administrators.

Articles in December's "Schools in Action" section will include a description of the enthusiastic work of an Anchor Bay, Michigan, PTA group which came to the rescue of a pinched school budget; a comparison and evaluation of past and current methods of teaching reading; a suggested plan for permitting teachers to evaluate their administrators; and a picture story of a colorful new elementary school in Hyde Park, New York, designed by Architects Perkins and Will.

Sincerely,

Walter D. Cocking, Editor

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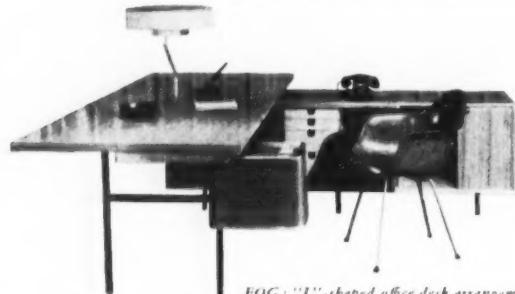
DKX-2: upholstered wire chair



DSR: molded plastic side chair



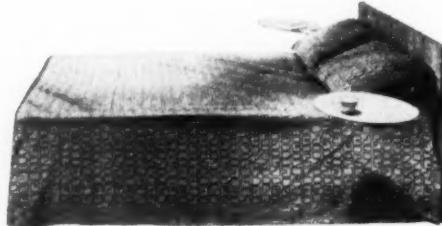
5073: three-seater sectional sofa  
5056: attached back table;  
top wrapped with plastic fabric  
4663: upholstered armchair



FOG: "L"-shaped office desk arrangement  
DAX: molded plastic armchair



DCM-R: molded plywood chair with storage rack

7230: X-leg dining and work table;  
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THE SCHOOL EXECUTIVE

# The Work of the CPEA

THE LETTERS CPEA stand for the *Cooperative Program in Educational Administration*. Even ten years ago, the C would have meant Competitive and not Cooperative. Here lies one of the most significant outcomes of the entire program, now entering its fourth year.

Whatever other constructive results are secured from this program, it is already apparent that staffs and institutions preparing school administrators have learned to work together, and incidentally enjoy doing so. School administrators and college professors have also come to know one another better and in many cases have effected close working relationships. No longer is the preparation of administrators conducted in lonely isolation in an ivory tower on a university campus.

Also, and even more remarkable, professors of various disciplines in several institutions have developed ways of working together and sharing what their disciplines have to contribute to the preparation of a school administrator. No longer is such preparation a one-man or one-department show. Many participate, team work is evident, and as a result the end product is better. The CPEA has had much to do in bringing this about.

The CPEA was initiated by the American Association of School Administrators, and it was joined by the National Council of Chief State School Officers and the Association of County and Rural Area Superintendents. Many other groups, and especially the National Conference of Professors of Educational Administration, have contributed much to the undertaking. CPEA has been financed primarily by grants made by the W. K. Kellogg Foundation. Hugh Masters, educational director of the Foundation, has been zealous in his aid and counsel throughout. The whole project has been under the general supervision of a special Development Committee established by the AASA.

THE PROJECT is centralized in eight universities which have graduate programs for the preparation of school administrators. Each of these centers is responsible for establishing and coordinating a program with other universities in the surrounding region. The eight centers are located at Harvard, Columbia, Peabody College, Ohio State, Chicago, Texas, Stanford, and Oregon. The programs vary, but all involve field and institutional research, work conferences, and teaching. Cooperative planning, decision, and action highlight the work in all the regions. The first stage of the programs and the

Kellogg grants operate for a period of five years.

At the conclusion of the five-year period, the centers and the related agencies will take stock, discover what has been accomplished, and plan next steps. This, in brief outline, is the scope and plan of the CPEA.

As I see it, these programs are having and will continue to have for many years a profound influence in improving the work of school administration. Though it is too early to evaluate specific results, it is possible to highlight rather accurately some of the overall effects of the movement.

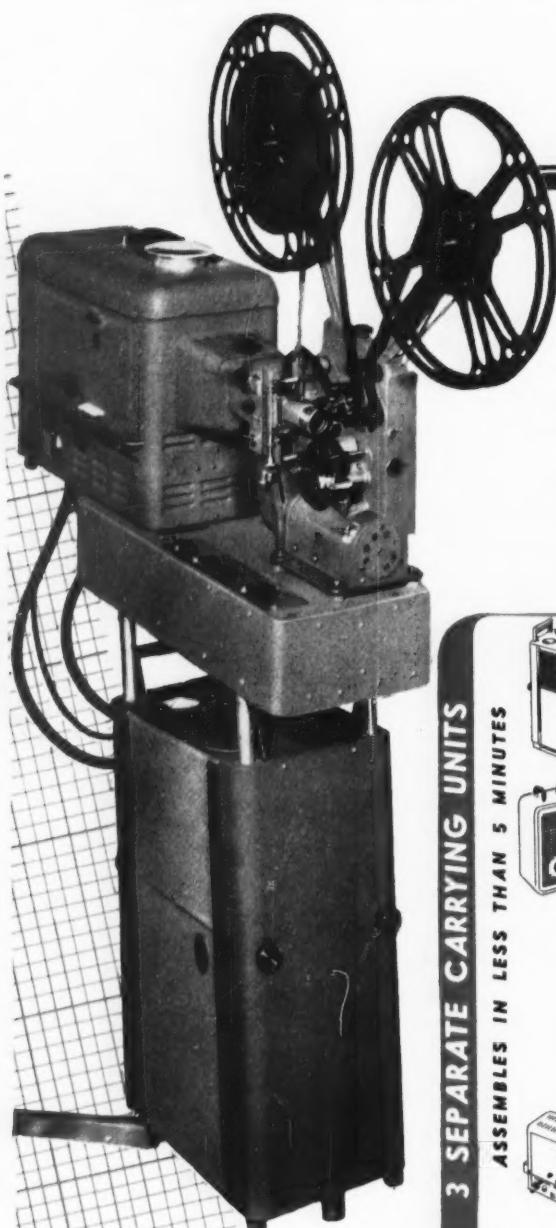
Undoubtedly, the job of the school administrator is gaining greater significance in the minds of more people. The complexities of the job are better understood. Preparation programs are becoming more realistic. The joint responsibilities of the colleges and the practicing administrators for the preparation of administrators are accepted and understood. Programs are being studied, revised, and operated in better ways. Large amounts of information are being assembled and implications digested. Real research has received a new impetus. It is also probable that a higher quality of personnel is being attracted both to the task of preparing administrators and to being administrators.

TO MY MIND, there is no question but that the work of the CPEA to date has heightened the significance of the work of school administration. Lay and professional people alike are viewing the job of administration in more realistic terms. The core of the administrator's job is more clearly seen as a series of personal interrelationships rather than the mere skillful execution of a whole series of performance jobs.

Above everything else, the CPEA is making clear the importance of the school administrator's role of leadership in a democratic society. Here lies the heart of the administrator's task. Until recently it was thought that men were born to a leadership role. Now it is accepted that realistic preparation of the proper sort can contribute much to the development of an administrator's leadership qualities. It is a new task however, and much research and experimentation are required to find good and acceptable ways of achieving this. Here again the CPEA is making a vital contribution.

The CPEA deserves the understanding and support of all interested in better schools. Its work is contributing to better school administration everywhere.

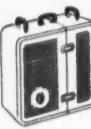
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# KEYNOTES

*comments on the educational scene*

## Herbert Weet

MANY OF OUR YOUNGER READERS never had the pleasure of knowing Herbert Weet. It is their loss. The loss is far greater to those who knew him well during his active years of constructive leadership in New York State and national educational circles.

To have enjoyed his friendship was to have experienced one of the finer things of life. To have worked under his supervision was to have looked forward daily to the inspiration of his high level thinking and penetration into the educational future. To have served with him in the councils of state and nation was to have been encouraged to higher accomplishments and to have envisaged greater possibilities of human understanding. In him scholar and administrator joined with the finest qualities of the gentleman.

Dr. Weet lived long beyond his allotted years of service as superintendent of schools in Rochester. Death took him away at 86, but the influence of such a man continues over many generations. The Educational Hall of Fame will register this outstanding figure among the educational great who have built strongly the foundations of public education.

## Educational Progress and Initiative

SUPERINTENDENT CARL PORTER-SHIRLEY of Newport, Rhode Island, was recently asked this question at a meeting of city administrative officers: "What is your greatest problem?"

Quickly the answer came: "My greatest problem is that my teachers are not making enough mistakes."

What a depth of meaning lies behind that answer! Following more and more the American trend of the day, each of us seeks to conform lest an investigating committee gets on our trail. Teachers have unfortunately and too long persisted in conformity. Educational progress is just not made that way.

We must encourage the teacher to venture into unknown and untried fields, let human initiative discover and try out new methods and newly conceived plans, and give credit to invention and ingenuity in the educational realm as it is freely given by society in medicine, business and industry.

Education must constantly be making adjustments to fit and adapt boys and girls to the thrilling new world in which they must take their places. In doing so mistakes will certainly be made. No achievement has come except through such a process.

It is pleasing to find an administrative officer who does not measure his greatest problem in budget or in in-

creased enrollments and heavier teacher loads but in the opportunities that should be provided to teachers to use their own thinking and to move forward on their own initiative.

## Stepchildren of the Public Schools

THE PUBLIC SCHOOLS are obliged to render equivalent services to all children. The school year began this fall with considerable variation from this principle, and the censure rests clearly upon the people themselves and their representatives, the boards of education.

The problem of furnishing well-appointed classrooms for all children is, indeed, a serious and expanding one. However, warnings have come frequently enough and early enough to make possible early planning for the need. Elementary children go through school but once. They are entitled to the best. This they will not get in makeshift housing of the many kinds now in use. These sidetracked children become the stepchildren of the public schools.

Warnings are now abroad about the overload that the junior and senior high schools will assuredly have in the near future. The stepchildren in the elementary schools today ought not to have to pass through the secondary schools still as stepchildren.

Between the decision to build and the dedication of a building, there are many perplexing problems and time-consuming steps. The advice is to "Do it now" and keep the number of stepchildren at a minimum in your school system.

## Mr. McGillicuddy's Prescription

AN INTERESTING SCHOOLMASTER was Horace Z. McGillicuddy. He was considered a queer old dodo by some, but when he died they hewed him a stone and engraved this epitaph: He was a school teacher but he taught children instead of school.

After death came to Horace, someone discovered a manuscript in which he had written down some of the rules by which he lived and moved and taught. "The bigger the mouth, the shutter shalt thou keep it," he said. "If thou needs speak, speak simply, friendly, and clearly, not in the 'gobbledegook' of a directive or the 'pedagogobble' of a dissertation. Let your yea be yea, your nay be nay, and be sure that you know which and why you say.

"Teaching children is not a science, but an art like

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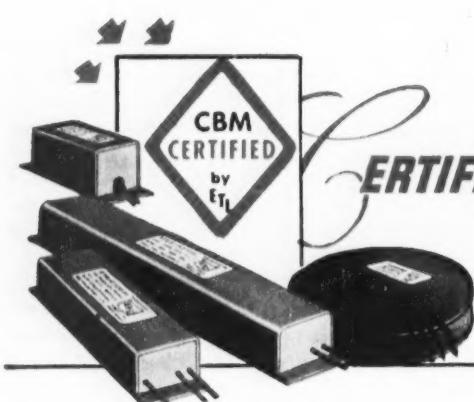
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unto planting a garden or growing flowers or knowing when the fish will bite. Education cannot be forced, nor can the democratic processes be hurried. Thou shalt understand what is a child—how he grows and learns and lives and is.

“Democracy is not a salute to the flag or the singing of patriotic songs, or just the study of government, important though these may be. It is a playing a game, a not letting the other fellow down, a give and take, a living together as friendly neighbors. For only through you may this precious concept of democracy be a reality.”

Horace Z. McGillicuddy taught children because in so doing he was giving his bit of service toward a better world. He felt that in teaching children he taught himself a little more of God. He had learned that by reaching down and lifting somebody up, the stumbling blocks of doubt are turned into stepping stones to happiness.

I think you will agree that the McGillicuddy prescription for teaching is a happy one.

CARL C. BYERS, *Superintendent of Schools, Parma, Ohio*

## The Students' Handbook

PERHAPS the students' handbook has a history as old as the high school itself. Some of the early ones represented an honest and, in retrospect, a somewhat pathetic attempt to give new students an understanding of the purposes of the school and the principles under which the faculty anticipated its operation. This Baedeker for freshmen has gained in clarity, content and volume in recent decades. Certainly no modern high school operates without one, and each school endeavors to make its handbook reflect to the full the spirit, the ambitions, and the aspirations of the school.

The pages abound with admonition, instruction and guidance; they are well worth reading. Perhaps they ought, in all our communities, to be required reading for the parent and the taxpayer.

## Cooperative Community Planning

THE ENGINEER who lays out the major street development does not plan a community. Nor does the municipal organization which proposes the water system's network, the school administration that locates and builds schools, the park department, the commission responsible for recreation, the sewer department, or any other single service division of the community. Community planning is a cooperative enterprise.

The city or community planning commission is in many communities the coordinating agency. This type of commission has been active in America during the past fifty years. In some communities much has been accomplished by them; in others, very little.

Proper financing of a community planning commission is good business. For every dollar spent, certainly more than a dollar's value will be returned. Take as an illustration the timely and common-sense integration

of schools and public recreation areas. Advanced planning can readily result in better facilities for both agencies at less cost and with no duplication of facilities. American communities cannot afford to pay twice for that which good planning would reduce to a unified project. Illustrations abound. Director George D. Butler of the National Recreation Association discusses many such in a 1953 brochure called “School-City Cooperation in the Planning of Recreation Areas and Facilities.”

The successful efforts, full or in part, of many communities can be duplicated in all. Boards of education and their administrative officers will serve their school systems better as they encourage and participate in cooperative community planning where all departments are given fair treatment.

## Let's Campaign for Positive Beliefs

THERE IS TOO MUCH negative thinking rampant in society today. Everyone has something or someone he is against, and faultfinding is having its heyday. Citizens and congressional committees are busy opposing evils and running down rumors.

But what about our positive beliefs? Is it not time for more of us to stand up and be counted for something? Is it not better to stress the great traditions of free men which are our heritage and direct our energies toward making these more generally known, understood, appreciated, and accepted?

To those of us in school administration, the implications seem clear. A straightforward statement of the facts about communism in contrast to the facts about American democratic government, how these two systems operate in practice, and how they impinge upon the lives of individuals is an excellent way to make a beginning toward positive thinking and acting in our society.

How will our youth know unless they be taught, and how can they be taught if there are no teachers who know and understand the great contrasts between a nation of free men and a nation of enslaved minds?

Shall we not in the schoolrooms of America strike out boldly on a campaign of positive beliefs and positive action for personal, national, and world security? A poll of community leaders sympathetic to this approach might surprise us.

VIRGIL M. ROGERS, *Dean, College of Education, Syracuse University*

## Teachers as Champions

TEACHERS ARE CONSTANTLY winning championships in competitions outside their chosen profession. For example, Iva Pembridge of the Phillipsburg, Kansas, schools has just won the women's over-all championship in the Grand National Trapshoot. Others are winning in golf, tennis, in swimming and the like. The complete list might well be most impressive.

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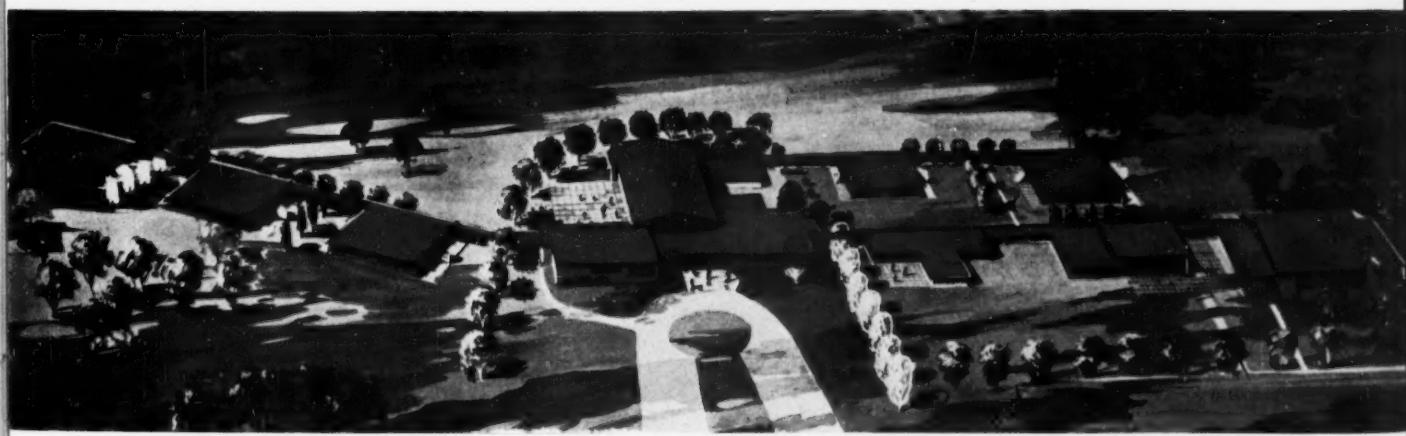
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Partial site plot of the Wagener School in Aiken County, South Carolina. Lyles, Bissett, Carlisle and Wolff, architects.

## LETTERS

### to the editor

#### Architect Commends Site Plan of Wagener School

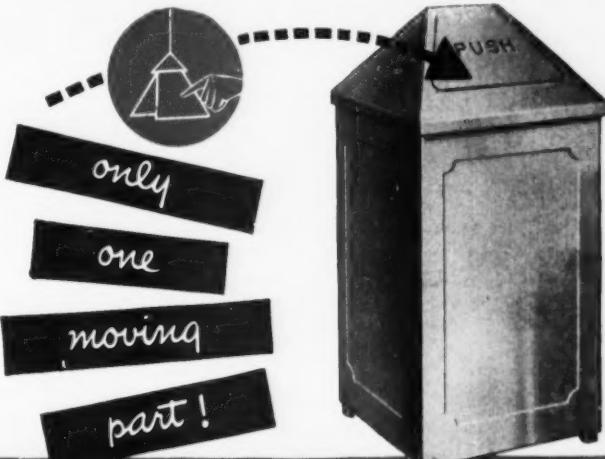
TO THE EDITOR: Among the numerous outstanding features of the Wagener 12-year school, appearing in the August issue, [the last part in a study of five award-winning school designs] the development of the plot is one of its most interesting attributes.

That the proper utilization of the site presents a different problem for different schools is a matter upon which most architects and engineers will agree. That any school is adaptable to any site is a belief to which many State Legislators throughout the country appear to cling in their frantic efforts to provide for the distribution of Stock Plans, in spite of the fact that in certain states this practice already has been tried and found wanting. The false economy in attempting to force a ready-made school into a site for which it was never intended is a doctrine long held by architects and engineers to which many school board members subscribe.

In selecting such a skillful solution to a type of problem which confronts architects, THE SCHOOL EXECUTIVE is bringing to many laymen throughout the country a striking example of a plan which utilizes to the fullest the site for which it was designed.

JOSEPH WILLARD WELLS  
King and Wells,  
Architect and Engineer  
Norfolk, Virginia

SE-209

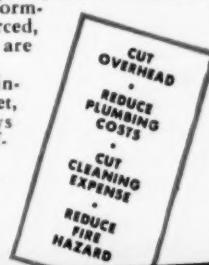


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9. Robert S. Fisk
10. Edgar Fuller

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13. Roy E. Larsen
14. Harry J. Linton
15. Hugh Masters

16. Worth McClure
17. Ernest O. Melby
18. Edgar L. Morphet
19. John K. Norton
20. Virgil M. Rogers

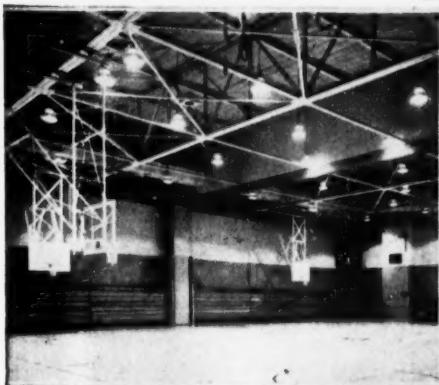
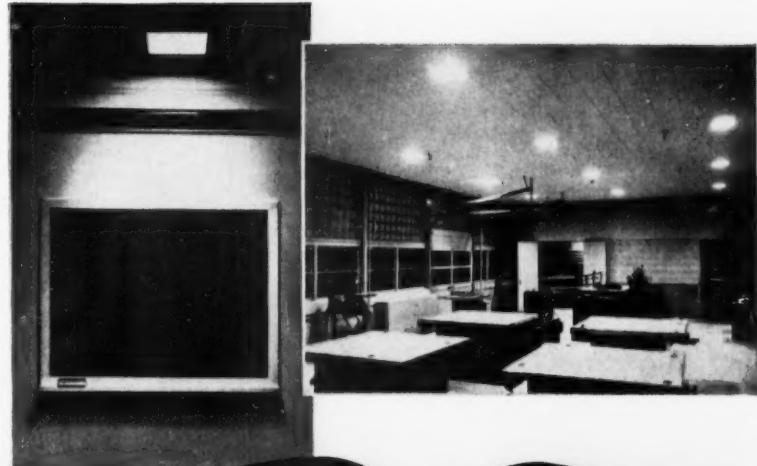
21. A. B. Shaw
22. Orpha Mae Thomas
23. Henry J. Toy, Jr.
24. C. C. Trillingham
25. Edward M. Tuttle

Turn to page 17 to learn their titles; read the January School Executive to learn their views on . . .

THE STATE OF SCHOOL ADMINISTRATION IN 1953.

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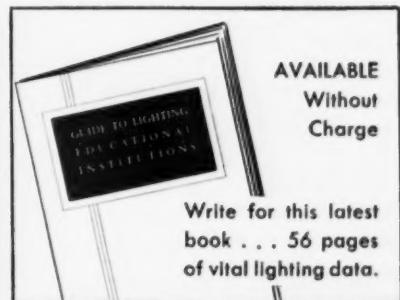
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# Conference Calendar

## NOVEMBER

15-18, National Conference on Driver Education, Commission on Safety Education, NEA, East Lansing, Michigan.  
 23-26, Forty-Seventh Annual Convention, American Vocational Association, Chicago.  
 26-28, Annual Convention, National Council for the Social Studies, NEA, Buffalo, New York.  
 27-28, Eighth Joint Committee Conference, Department of Classroom Teachers, NEA, Washington, D. C.

## DECEMBER

27-30, Annual Mid-Winter Conference, National Science Teachers Association, NEA, Boston.  
 28-30, Annual Convention, Speech Association of America, NEA, New York City.  
 28-30, Fourteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Los Angeles.  
 28-30, Fifty-Sixth Annual Convention, National Business Teachers Association, St. Louis.

## FEBRUARY

11-13, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.  
 11-13, Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.  
 11-13, Joint Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA; Chicago.  
 13-18, National Convention, American Association of School Administrators, NEA, Atlantic City.  
 14-15, Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City.  
 15-18, Annual Meeting, Department of Rural Education, NEA, Atlantic City.  
 20-24, Thirty-Eighth Annual Convention, National Association of Secondary-School Principals, NEA, Milwaukee, Wisconsin.

## MARCH

2-5, Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago.  
 4-6, National Conference, Association for Higher Education, NEA, Chicago.  
 7-12, Annual Convention, Association for Supervision and Curriculum Development, NEA, Los Angeles.  
 19-20, Fifth Annual Dinner, National Citizens' Commission for the Public Schools, San Francisco.  
 26-31, Biennial National Meeting, Music Educators National Conference, NEA, Chicago.

## APRIL

1-3, Second Annual Convention, National Science Teachers Association, NEA, Chicago.  
 18-23, Joint National and Eastern District Convention, American Association for Health, Physical Education and Recreation, NEA, New York City.  
 21-24, Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.

SE-206

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## Answers to Quiz On Page 14

SE-208

**H. W. ANDERSON**—Executive Secretary of School Business Officials

**W. W. CAUDILL**—Caudill, Rowlett, Scott & Associates, Architects, Bryan, Texas

**HAROLD F. CLARK**—Economic Analyst and Professor of Education, Teachers College, Columbia

**HOWARD W. DAWSON**—Executive Secretary of the Department of County and Rural Superintendents

**LAWRENCE G. DERTHICK**—Superintendent of Schools, Chattanooga, Tennessee, and AASA president

**ROBERT W. EAVES**—Executive Secretary of the Department of Elementary School Principals

**PAUL E. ELICKER**—Executive Secretary of the National Association of Secondary School Principals

**BELMONT FARLEY**—Director of Press and Radio Relations, NEA, and Washington Correspondent of THE SCHOOL EXECUTIVE

**ROBERT S. FISK**—Dean of the School of Education, University of Buffalo, and Chairman of NCPEA

**EDGAR FULLER**—Executive Secretary of the Council of Chief State School Officers

**FRED M. HECHINGER**—Education Editor, New York Herald Tribune

**FRANCIS KEPPEL**—Dean of the Graduate School of Education, Harvard University

**ROY E. LARSEN**—President of Time, Inc., and Chairman of the National Citizens Commission for the Public Schools

**HARRY J. LINTON**—Superintendent of Schools, Schenectady, New York

**HUGH MASTERS**—Educational Director of the Kellogg Foundation

**WORTH MC CURE**—Executive Secretary of the AASA

**ERNEST O. MELBY**—Dean of the School of Education, New York University

**EDGAR L. MORPHET**—Professor of Education, University of California

**JOHN K. NORTON**—Director, Division of Administration and Guidance, Teachers College, Columbia

**VIRGIL M. ROGERS**—Dean of School of Education, Syracuse University

**A. B. SHAW**—Superintendent of Schools, Scarsdale, New York

**ORPHA MAE THOMAS**—Associate Professor of Institution Management, Teachers College, Columbia

**HENRY J. TOY, JR.**—Executive Director of the National Citizens Commission for the Public Schools

**C. C. TRILLINGHAM**—County Superintendent of Schools, Los Angeles County, Los Angeles, California

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Next Month:  
Schools and Community Agencies

## The Citizens' Role in Instruction

ABEL A. HANSON

General Secretary, Teachers College  
Columbia University

**S**URPRISINGLY enough, the severest critics of public education and its most ardent advocates hold one view in common. They both believe that the schools should be "returned to the people"—but for very different reasons.

The violent critics insist that an educational "cult" has taken over the schools, that education has become soft, discipline has disappeared, and children are being taught things contrary to American tradition. The suspicion is voiced that subversives are at the bottom of it all. High time that the people retake control of the schools! So some of the critics say.

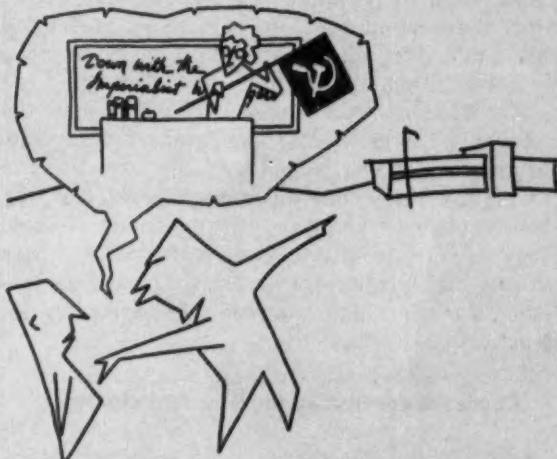
**"Put the program in the hands of the people"**

On the other hand, the super-advocates give the impression that an educational Utopia must be established forthwith, in which a simon-pure democracy, representing all of the people and including numbers of them, will plan and execute the school program. Because freedom is in deadly peril, nothing less than full and speedy public participation will permit the schools to give to children the personal and social skills which the times require. So say the advocates.

But most Americans shun such extremist views. They are "middle of the road" on most of the great issues, including those which relate to education. It is to that vast body of teachers and other interested citizens, who are willing to work for better schools by methods of home rule, that these remarks are directed.

Does the citizen have a role in instruction? Honest differences of opinion exist on this question. Some teachers believe that instruction as such should be left in the hands of those who are

qualified and trained to do it. Teaching is a complicated work requiring a high degree of professional skill. It would not be trusted to those who are not properly trained. Let the citizen, therefore, confine his efforts to those areas of work in which his skills are likely to count most, such as site selection and buildings, finance and budget, health and recreation, and community planning.



**"They're teaching un-Americanism over there"**

Some citizens echo the same point of view. Leave all classroom and instructional matters in the hands of the teachers, who are qualified by training and experience to do the job. After all, what do we as laymen know about curriculum making, textbooks, instructional materials, tests and measures, and the psychology of learning? The teacher's life is sufficiently complex, without the further complication of having to explain to out-

siders the technicalities of what she is trying to do.

The above reasoning, even though sincere in many cases, is faulty on two cases. In the first place, the areas of work named as appropriate for citizens' participation have a direct impact on instruction. A school site and plant do affect the quality of instruction, for good or ill. The budget makes no sense at all unless it reflects a moving instructional program. Health and recreation are themselves matters of direct concern to curriculum. There are many factors in the social and economic setting of the community which appear to more directly affect the quality of the instructional program than do some of the activities which take place within the schools.

In the second place, the value of citizens' participation in instruction is by no means lessened by the fact that the typical teacher knows more about instruction than the typical citizen. If indeed instructional procedures are so complex that they are beyond the understanding of citizens, perhaps these selfsame procedures should be reviewed and revamped.

More important, however, is that fact that the teacher and the citizen, both of whom may be parents, are in any event engaged in a cooperative enterprise which requires the intelligent contributions of both. In a hundred ways, education goes on in the home long before and after school hours. And, to paraphrase a classical expression, what the best and wisest parent wants for his child, that the schools should strive to provide for all children.

Of course, a basic condition of progress is the good will of both citizens and teachers. Complaining and ax-grinding laymen have no more place in the picture than does the cock-sure teacher who always opposes changes of any kind. Notable progress is made only in those communities where citizens and teachers come together without prejudice for the high purpose of improving instruction.

#### **Comb the community for its talent stockpile**

Such communities disclaim the existence of any "holy ground" in the public schools, reserved for teachers only, upon which citizens may not tread. Teachers come to be recognized for the expert contributions they must necessarily make to instruction and for the key responsibilities they must assume. Similarly, citizens are recognized for the several skills they bring to education from their various trades, businesses and professions.

This suggests one of the most valuable ways in which citizens may assume an active role in instruction. Every community has within it a stockpile of human talent. "There's the one-time

librarian who has countless stories at her fingertips, the mother who knows games and dances from another land, the business man who can translate arithmetic into action, the artist, the musician, the traveler, the airplane pilot, the collector of coins, the scientist, the artisan, the explorer."\* Every year schools spend thousands of dollars for materials and mechanical aids to instruction. This is a wise and necessary expenditure of money, but the local stockpile of human skills and talents can be had for the asking. In education, too, the best things in life are free.



**The traveler brings Africa to the classroom**

So highly do some school systems regard these reservoirs of human resources that they go about tapping them in a systematic way. Using the children and adult committees as sources of information, detailed inventories are made of local talent available for instruction in the schools. In every case a treasure-trove is brought to light, and it is put to active use in curriculum planning.

Lamentably, many classroom instructional activities are at best an imitation of the real thing. But when a bank teller demonstrates to a class the value of speed and accuracy in his job, arithmetic takes on real life meaning. When a research chemist presents glimpses of the exciting world in which he lives every day, the high school chemistry laboratory becomes a place of wonderous discovery. When an anthropologist tells of his life with the native people of Tanganyika, the social studies project on Africa takes on new zest. And so it goes with every project in which citizen resources are used.

Some communities organize citizens for instruction by formal methods. Some, working with comparable success, do it quite informally, simply by using the skills of citizens as opportunities

\* See "Fifty Teachers To A Classroom", a Metropolitan School Study Council publication, The Macmillan Company.

present themselves. In either case, three primary considerations are involved.

First, an understanding of basic principles has to be developed. More often than not, teachers and administrators take the initiative in this process. They call on individuals, or they bring together groups of citizens and teachers to clarify purposes and to emphasize the values with which they are concerned.

Second, some organizational and administrative machinery is usually established. Often officers are elected. Committees are formed. Areas of work are agreed upon, and permissive liaison is developed with legally constituted bodies including, particularly, the board of education.

Third, in due course, attention is given to action—to active participation. Citizens' programs which are too long in the talking stage often die of verbal indigestion. Debating societies are interesting, but the object of citizens' programs is to improve the schools through positive action. Somebody must do something.

Here are some suggested "don't's" and "do's" for those who wish to develop citizen-teacher cooperation in the instructional program:



**Don't, for example, think only of your child**

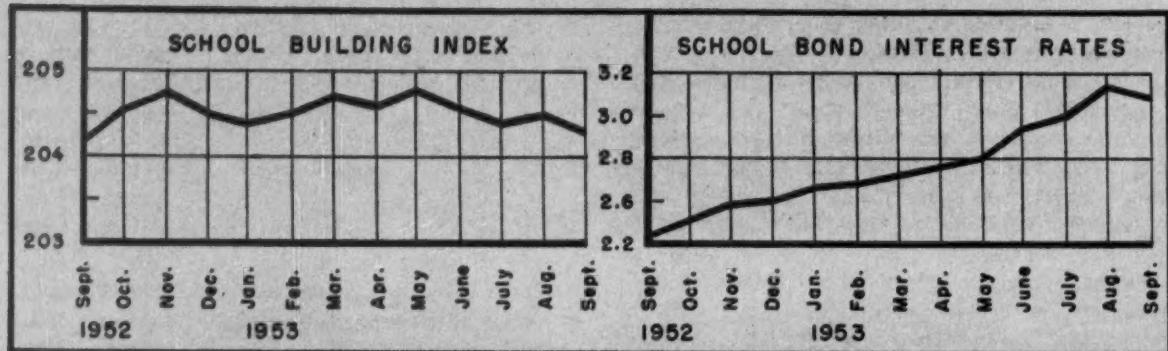
1. Don't ask for or expect a return to the "good old days" in education. You don't apply this kind of thinking to your business or profession. Why urge it on the schools?
2. Don't discuss your own children before planning and work groups. Talk with the principal or teacher privately about these matters.
1. Do advocate and work for the best program of education of which your community is capable.
2. Do always consider the best interests of all of the children.

3. Don't oppose school improvements simply because they probably will cost more.
4. Do be thoughtful and diligent in drawing together useful facts and in interpreting them honestly.
5. Don't by-pass your Board of Education. You can't work successfully without it. Better to work with it.
6. Do contribute of those skills which are unique to your trade, business or profession.
7. Don't monopolize either the conversation or the work.
7. Do share your ideas with others and by your conduct encourage them to do likewise.

#### **Basic issues first, details will come later**

Finally, don't begin your discussions on such topics as homework, textbooks and grade marks, for these are not the mainstream of instruction. Depending upon the kind of education you decide to undertake in your local schools, homework may or may not be important. Textbook changes should be made only after full understanding has been reached on what the books are to accomplish. Similarly, the method of marking and reporting to parents will grow from your common labors, as citizens and teachers work for improved instruction.

In other words, begin with basic issues of education in your community. As time passes you may want to explore any number of side issues. But the educational crop you finally grow will depend largely upon the initial depth of your plowing.



## School Building Costs and Bond Prices

HAROLD F. CLARK, *Economic Analyst, Teachers College, Columbia University*

THE INDEX of school building prices declined very slightly in September to 204.3 (1939 = 100). In August the index was 204.5.

Building material prices have about stabilized for the immediate future. Lumber prices in many sections of the country are definitely weakening. Most building materials made from metal products are still quoted at the prices of a few weeks past; however, in almost all cases, special concessions of various kinds are being given. This is equivalent to a decline in price. Building labor prices continue a slow but steady rise. The total combination of factors should produce at least a seasonal decline in building costs.

The third quarter estimates are that building construction will closely approximate the high level of the second quarter, but primarily estimates for the fourth quarter indicate that there will be some decline in total construction. In fact, it may fall as much as one-half billion dollars under the last quarter of 1952. However, it is already clear that 1953 will set a new all-time record in the value of construction.

In spite of the new record for the nation as a whole, there are many communities in which the volume of construction has diminished considerably. In these communities sufficient attention to getting low bids should result in bids at from 10 to 20 percent under the price level of the past few months.

### School Bond Interest Rates

The August rate of 3.14 percent on school bonds was the highest average interest rate for a generation. This declined slightly in September to 3.09 percent. It is impossible to predict any long-term trend from this movement. An extensive business decline would undoubtedly lead to a policy of lower interest rates. Daily fluctuations in school bond interest rates will be determined in good part by the volume of bonds that come on the market in

any given period. During the past few weeks there have been school bonds sold with a net interest rate of more than 4 percent.

On balance, it looks as if school bond interest rates have stopped rising and may even decline very slightly. However, new forces could enter the market to send interest rates up or down sharply. The most unpredictable of these forces is the Federal government. The Federal government has just announced an issue of one-year certificates at 2½ percent. This leaves little chance for selling 2 percent school bonds in any appreciable volume. Earlier predictions were for very tight interest rates during the fall and early winter. A slight change in government policy has eased interest rates somewhat, and the general opinion is that interest rates are not likely to rise much further over the short-term future.

### General Economic Conditions

There have been few periods in our history when there has been as much talk of a probable readjustment as during the past few weeks. Such talk, if kept within reason, is probably a good thing. There has been no readjustment worthy of the name for fourteen years. This is one of the longest periods in our history without a decline.

This is not in any sense an effort to predict when a decline will take place. All reasonable efforts to prepare for a decline are to the good. The schools now have a unique opportunity in this regard. Most students of our economy are convinced that too great a fluctuation in the volume of construction is an important factor in the rise and fall of business activities. If any appreciable business decline develops, the opportunity should be used to try to catch up on the enormous accumulated backlog of school construction. A good plan would be to proceed with normal construction and have some extra plans ready in case of a sizable drop in general business and construction as a whole.

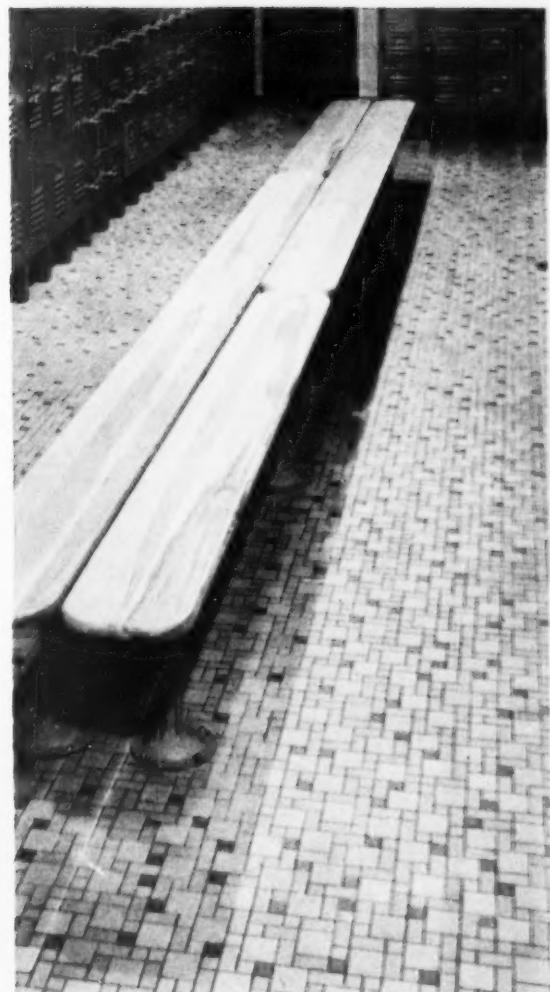
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Aluminum windows cannot rust or rot. They never need painting, costly repairs or replacement. They always operate easily, effortlessly, efficiently. They remain beautiful for the full life of the building.

That's why aluminum windows are first choice with so many architects and "School Boards."

"Quality-Approved" aluminum windows are available through many manufacturers in sizes and styles (double-hung, casement, projected, and awning) to fit any design treatment. Only windows that have been tested by the Pittsburgh Testing Laboratory and approved for quality of materials, construction, strength of sections, and minimum air infiltration are permitted to carry the "Quality-Approved" Seal. For your protection and full satisfaction, insist on "Quality-Approved" windows when you specify.

For a copy of our latest Window Specifications Book, and names of approved manufacturers, consult Sweet's Architectural Catalog (Section 16a/ALU), or write direct to Dept. SE-11.

*Aluminum Window Manufacturers Association*

74 Trinity Place, New York 6, N. Y.

**FOR YOUR PROTECTION INSIST ON QUALITY-APPROVED ALUMINUM WINDOWS**

Only

**Kalistrone**  
FINEST PLASTIC COVERING

can protect  
your walls  
from this  
Wrecking  
Mob



*Careless, callous or cruel, they'll ruin walls that can't take rough treatment.*

Once and for all you can say good-bye to walls marred by scuffs and scratches, scarred by chips, bumps, cracks. Yes, you can protect your walls *as never before* with *glamorous* Kalistrone! It's virtually indestructible and never needs repainting.

3 ways better than anything else you could use:

1. Kalistrone is the toughest wall covering known. Its surface is transparent Vinylite that nothing can visibly scuff or scratch. The color is *underneath* this vinyl armor, unharmed by any kind of roughhouse except deliberate vandalism.
2. Nothing newer, nothing smarter. 33 gorgeous decorative Kalistrone colors

that, seen through the Vinylite, take on 3rd dimensional depth and beauty.

3. Easiest to maintain. Wipes clean with a damp cloth. Or you can wash it with soap and water. A low cost, long-enduring investment.

Functionally flexible, Kalistrone can be mounted to curves, columns or straight walls. Also supplied with 3 way stretch fabric back for matching upholstery use. School executives rave about Kalistrone



for corridors, class rooms, cafeterias, library offices, etc.

*Manufactured by Kalistrone, Inc. and marketed jointly by United States Plywood Corporation and The Mengel Company.*

**Send for nail file test kit that defies you to mar Kalistrone's beauty. It tells you all you need to know about this low-cost investment in wall protection.**

**UNITED STATES PLYWOOD CORP.**

Dept. K-34, 55 W. 44th St., New York 36  
(in Canada: Paul Collet & Co., Ltd., Montreal)

*Without obligation send me nail file test kit and Kalistrone sample.*

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ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_





## How much is **GOOD** seating worth?

Let's look at it this way: good gymstand and grandstand seating may cost up to any figure you wish to mention, but its *worth* depends upon a multiplicity of factors.

That's why it is mandatory, in making an important investment in good seating, to check *and double-check* the comparative feature-for-feature value of the products you consider.

Your final decision to specify or buy should be based on a careful analysis of the "musts" of good seating—durability, utility, economy, appearance, comfort, maximum visibility . . . SAFETY.

By following this sound course of action, you can truly predetermine the real worth of your purchase.

Here, then, is a time-and-money-saving suggestion:

When you decide to investigate gymstand and grandstand seating, check *first* with us. Let us prove to you, *with facts*, that your best buy in good seating (barring none) is Wayne.

**WHY NOT DO IT NOW?** There's no obligation, of course.



**CLIP and MAIL the coupon**

Wayne Iron Works  
243 N. Pembroke Ave.  
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I'd like complete information on Wayne products. I am interested in  indoor gymstands; outdoor grandstands .

Send literature    Have representative call

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## WAYNE IRON WORKS

243 N. PEMBROKE AVE., WAYNE, PA.

"WAYNE STANDS



FOR SAFETY"

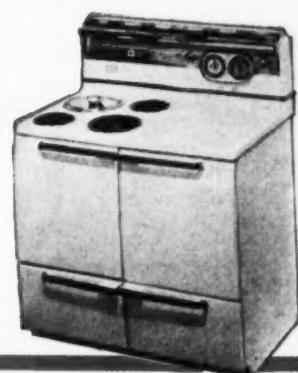


Here is a typical all-electric kitchen now being featured in model homes from coast to coast—with refrigerator, dishwasher-sink combination—and the range, of course it's *Electric!* Many thousands of

kitchens in today's homes have been modernized to include *Electric Ranges*. Is it any wonder that students want cooking instruction on this type of range?

## The kind of kitchen your students will have *...of course, it's electric!*

Not too long from now, many of your school's home economics students will have kitchens of their own, like the one shown here. And one of the most important appliances in the modern kitchen is its Electric Range. To keep abreast of student needs for instruction in modern cooking methods, *Electric Ranges* in your school laboratory are a "must." Your local electric light and power company or electric appliance dealer can advise about installing modern, automatic *Electric Ranges*.



**Some valuable suggestions**—Another helpful item to aid you in planning or remodeling the school laboratory is a FREE booklet—"The Modern Home Economics Department." It includes floor plans and other practical material. Use the coupon below.

**ELECTRIC RANGE SECTION**  
National Electrical Manufacturers Association  
155 East 44th Street, New York 17, N. Y.

ADMIRAL • BENDIX • COOLERATOR • CROSLEY • DEEPFREEZE • FRIGIDAIRE  
GENERAL ELECTRIC • GIBSON • HOTPOINT • KELVINATOR • MAGIC CHEF  
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**ELECTRIC RANGE SECTION**  
National Electrical Manufacturers Association  
155 East 44th Street, Dept. SE-11  
New York 17, N. Y.

Please send me, absolutely FREE, copy of "THE MODERN HOME ECONOMICS DEPARTMENT"—home economics laboratory planning booklet.

Your Name.....  
Name of School.....  
Street & No.....  
City.....Zone.....State.....

# All Honor to the Volunteer

From "FORTY YEARS",  
anniversary book of the  
American City Bureau

The strength of philanthropy is the volunteer worker. It is his expression of personal concern in enterprises for the advancement of his fellow men which reflects and maintains the American way of life. Philanthropy may be evaluated in billions of dollars; yet, its true measure is in terms of individual personal interests. Professional direction of fund-raising can stimulate and aid these interests; it cannot replace them.

Fully a million volunteers unite each year in the tremendous army that backs our social, civic, health, welfare, religious, educational, cultural and philanthropic causes. No asset in American life is the equal of this one; no force is so great.

Who are these people?

Presidents of the United States have joined forces with school children to finance causes important to both. Labor and management have found a mutual expression for their finest impulses. Professional men, farmers, representatives of small business and great corporations, men and women in every segment of our society—all have discovered the common denominator of work and generosity, the key to successful fund-raising "campaigns".

Every campaign is a labor of devotion in which the chief glory goes to the volunteer worker. It is the happy privilege of the *American City Bureau* to marshal, co-ordinate, and inspire the efforts of volunteers. The unity of our democracy is demonstrated by their effective service dedicated to freedom of spirit and acceptance of responsibility.



## American City Bureau

(ESTABLISHED 1913)

221 North LaSalle Street  
Chicago 1, Illinois

470 Fourth Avenue  
New York 16, New York

*Charter Member American Association of Fund-Raising Counsel*

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## ...World's Most Complete Source For Gymnasium Apparatus

THE leadership and popularity of Medart Gymnasium Apparatus is universal. Practical design, superior quality, skillful craftsmanship and exceptional durability have made it the unmatched favorite among schools, colleges, the U. S. Armed Forces, Olympic Games and championship meets all over the world.

Whether your budget is large or limited—whether you need a single item of equipment or all that is required to furnish an entire gym—Medart is your logical choice. Never surpassed in value; always conforming precisely to all Official Standards, Medart Gym Apparatus can be specified with complete confidence that nothing better is made.

If you are concerned in the planning, building, furnishing or modernization of a gymnasium, it will pay you to consult with Medart. 80 Years of experience is at your service without obligation.

### MEDART'S LINE OF GYM EQUIPMENT IS COMPLETE

- Climbing Poles & Ladders
- Boxing Rings & Bag Supports
- Vault, Jump & Game Standards
- Stall Bars
- Physical Fitness Apparatus
- Rowing Machines
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- Physical Therapy Equipment
- Anthropometric Equipment
- Basketball Backstops
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- ... plus virtually any equipment for the gym.

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with the tableware that's...

# SWEEEPING THE COUNTRY

## Dallas Ware

Establishes a record of economy —

- Break-resistant, chip-resistant, crack-resistant.
- Damps noise level, lightest and easiest to handle.
- Marvelous stacking qualities.
- ... A record of appetizing food service —
- Color that goes all the way through, and makes food more appealing.
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NEW  
DALLAS WARE  
ATTRACTION!



Remember...  
these other  
superior items that  
improve your service  
cut your costs!!



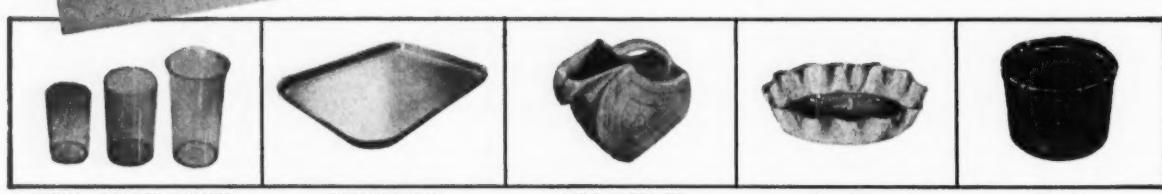
HEAVY  
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## Dallas Ware

TO MEET CS 173-30  
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More than 25 million pieces of tableware molded of Melamine by Plastics Manufacturing Company are now in daily use in home, restaurant, or wherever food is served. This remarkable record of tremendous public acceptance is proof indeed that

DALLAS WARE is a natural for you! No wonder tableware molded by Plastics Manufacturing Company is preferred by the largest nationally known food establishments in America. When you see how much you save in replacement and handling costs... see patrons come back again and again... you'll be glad you started serving food the DALLAS WARE way!



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INTO A PRODUCT...  
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CHEF SIZE  
SOUPS**



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New Heinz Electric Food Warmer heats foods to serving temperatures rapidly, holds them there automatically, pays for itself quickly. Ask your Heinz Man for details.

**FREE!**  
Meal Planner

Full month of nutrition-packed menus which will please your students and meet U. S. Government school requirements are included in this book. Write to the Food Service Center, H. J. Heinz Company, Pittsburgh, Pa.



**L**EFTOVER LOSSES and preparation costs—two sizeable red-ink items for many school cafeteria supervisors—are cut to the bone when you serve Heinz Condensed Soups in your school dining rooms.

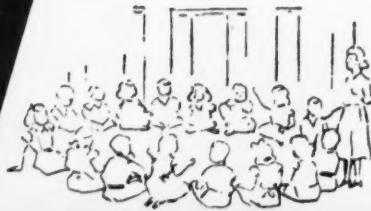
- Portion cost can be controlled almost to the penny—each 51-ounce tin makes 17 six-ounce servings. There are 14 good-tasting favorites to give your menus great variety. You can be sure of the same high quality at all times and can depend upon that famous Heinz "homemade" flavor to satisfy your customers.

**Ask Your Heinz Man About**

**HEINZ  
CONDENSED  
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**You Know It's Good Because It's HEINZ!**

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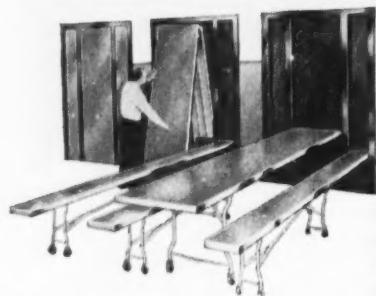


Schieber, originators of In-Wall folding tables and benches, now offer three styles. The economies of Multiple-use-of-space are now available to all schools regardless of budget or special requirements.

### ALL-STEEL CONSTRUCTION

#### *In-wall*

RIGIDLY ATTACHED TO POCKETS

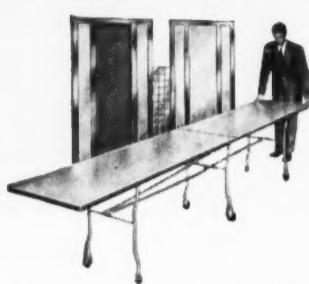


Here is genuine quality and rigidity that has stood the test of time. Since 1937, more than 500 architects have specified thousands of these units in schools from coast to coast. With full knowledge of the rugged use they receive Schieber puts into their construction the best in workmanship and materials.

### STEEL LEGS • LAMINATED TOPS

#### *Port-a-Fold*

DETACHABLE FROM POCKETS



This is a low cost version of In-Wall. With 15 years experience building folding tables and benches, Schieber knows exactly where strength is needed. Understructures are steel. Tops are  $\frac{3}{4}$ " plywood with heat resistant, laminated plastic surfaces. No castings are used and ample reinforcements are provided.

### STEEL LEGS • LAMINATED TOPS

#### *Mobil-fold*

ROLL TO STORAGE AREA



A new unit designed by Schieber for the school, institution or plant where it is impractical to install wall pockets. Tables and benches are Port-A-Fold design and can be detached from the carrier. Carrier is all-steel, holds two sets of tables and benches, rolls freely to the wall or any storage area. Can not tip.

Let us send you complete literature on this equipment

## SCHIEBER SALES COMPANY

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**IT'S BIG...IT'S POWERFUL!**

## New REGINA

Model A — 16 inch



## Floor Machine

**Built for Heavy-Duty, Yet  
Easy to Operate and Carry!**



**SCRUBS WAXES**

**SANDS\***

**POLISHES BUFFS**

**REFINISHES\***

Retail list:  
**\$129.50**

Including 2 all-purpose brushes,  
2 reversible buffing pads,  
2 reversible steel wool pads



New REGINA Model A — a "must" for large floor cleaning, especially where the greater cost of a heavier machine isn't justified. Anyone can operate it easily — no professional help needed! ½ H.P. Universal motor, precision balanced to assure quiet, equalized operation. Two 8-inch brushes cover 16 inches of floor space at once. Portable, with convenient built-in hand grip for carrying up and downstairs easily. Modern flow-line design.

\*Sanding Kit Extra Equipment

**Act Now!**

Mail this coupon for complete information  
on the REGINA Model A Floor Machine.

**THE REGINA CORPORATION, Rahway 45, N. J.**

Please send me:

Name and address of distributor in my territory.  
 Free descriptive material on the REGINA Model A Floor Machine.

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IN CANADA: SWITSON INDUSTRIES, LTD., WELLAND, ONTARIO

# HOW CAN HE LEARN if he cannot see what has been written on the CHALKBOARD?

Poor marks do not always indicate laziness or lack of intelligence. Perhaps this lad just can't see the writing on the chalkboard. The glare and reflections peculiar to many chalkboard installations may be the reason. Has the possibility been thoroughly checked in your school?



## INSIST UPON LOXIT-TYLAC CHALKBOARDS

*Easy to install! Easy to write on! Easy to see! Easy to erase and clean!*

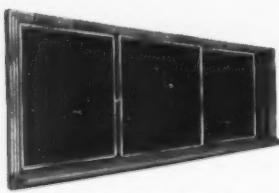


Every part of the LOXIT Chalkboard System is engineered for every other part!

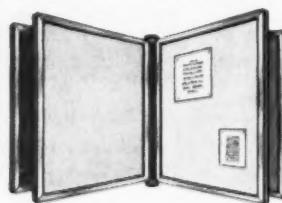
The LOXIT-TYLAC RITE GREEN Chalkboard has an initial reflectance of only 14.5%. After repeated erasures and cleaning, it still tests under 20%. The ideal is 15% to 20%. The smooth, uniform abrasive surface assures easy writing and quick, clean erasing.

The LOXIT Chalkboard System is complete to the last detail. In addition to the chalkboards and tackboards, the system includes metal grounds, extruded aluminum trim and all accessory items. The fully-anodized GLO-DULL finish is permanently beautiful.

ASK YOUR ARCHITECT ABOUT THE COMPLETE LINE OF LOXIT PRODUCTS FOR SCHOOLS



LOXIT HORIZONTAL SLIDING CHALKBOARDS are available with fixed panel of cork, chalkboard or projection screen. Sliding panels move on cadmium-plated steel roller assemblies. Chalkboard is waterproof and washable—available in two thicknesses: Junior  $\frac{1}{4}$ " thick and Senior  $\frac{1}{2}$ " thick.



LOXIT SWING-PANEL BULLETIN BOARDS are available with RITE GREEN Chalkboards or TYLAKORK Tackboards, as required. Available in stock units of 4, 5 or 6 panels. Sizes: 36" x 36", 36" x 42" and 36" x 48". Panels swing through an arc of 180°. Metal trim has GLO-DULL aluminum finish.

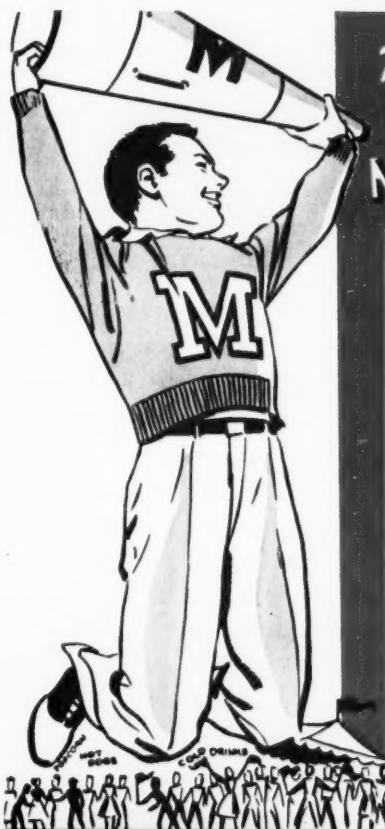


LOXIT-TYLAKORK TACKBOARDS are fabricated from ground cork, compressed under high pressure. Choice of six colors. Pins and tacks go in easily, hold tightly—and the holes close when they are removed.



Write for further information,  
details and samples

**LOXIT SYSTEMS, INC.**  
1217 W. WASHINGTON BLVD., CHICAGO 7, ILL.



## Beat Your School's Budget Problems with the NEW MANLEY SNACK BAR PLAN!

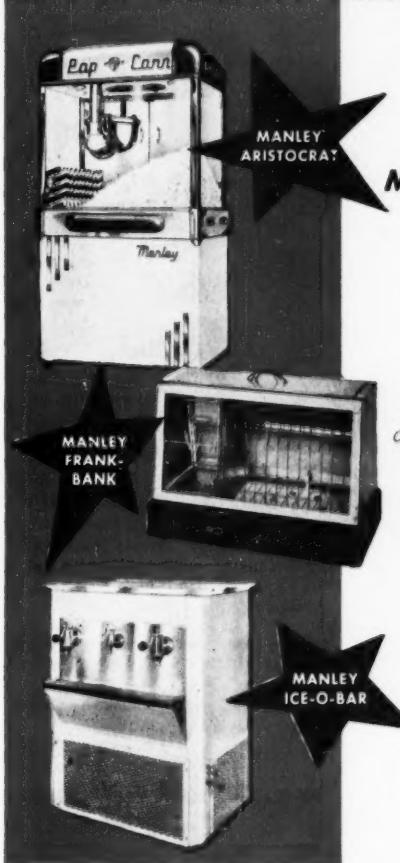
**Profits from Popcorn, Hot Dogs and Soft Drinks Sold at All Athletic Events Will Help You Buy Needed School Equipment  
...Pay for Extra-Curricular Activities**

Here's the easy way to earn *extra money* for your school. How? Simply sell popcorn, soft drinks and hot dogs at all athletic events.

Crowds flock to your school's football, basketball and baseball games. Experience proves that 60% of these fans will buy refreshments of some kind. So sell them refreshments . . . make money for your school with these profit-making Manley machines.

You can easily set up a snack bar at some location at your gymnasium or stadium. Your students can build the snack bar themselves in the school shop. And students can also run the snack bar because Manley machines are so easy to operate.

For all the details on how the Manley Snack Bar Plan can help you earn extra funds for your school, mail the coupon below right away.



**Look What  
Profits from  
Manley Machines  
Will Provide  
Your School!**

Here is just a partial list of the many things that you can get for your school with profits made with efficient, easy-to-operate Manley machines:

Athletic Equipment	Laboratory Equipment
Musical Instruments	Phonograph and Records
Radio and Television Sets	Playground and Gymnasium Equipment
Shop Tools	Encyclopedias
Recording Equipment	Funds for outings, picnics, clubs, educational trips
Public Address System	

Almost anything you can think of that you want and need for your school.

For Complete Information  
**MAIL COUPON TODAY!**

**MANLEY, INC. Dept. SE-1153, 1920 Wyandotte St., Kansas City 8, Mo.**

Please send complete information on how we can use Manley machines to set up a profit-making snack bar in our school.

Please have your representative call to explain in detail how Manley machines can help our school.

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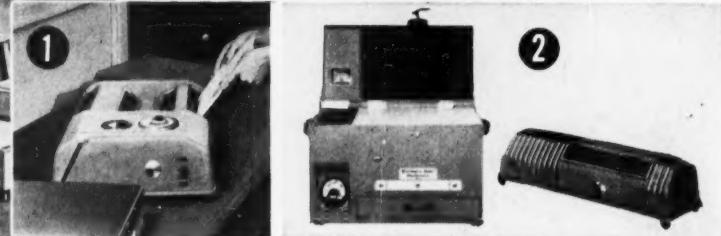


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Anyone in your office can operate the equipment without previous photographic experience. *No darkroom is needed.* You can expose and develop in ordinary lighting . . . right in your office, classroom, or laboratory. It couldn't be easier . . . more convenient. And there's no waiting for outside copying service or for typists who are busy with their regular work.

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**PROFIT-BUILDING IDEAS FOR BUSINESS**

**1. SINGLE-UNIT TRANSCOPY DUPLEX.** It's new, revolutionary! This space-saving, time-saving, work-saving machine gives you positive, ready-to-use photocopies. Handles originals up to 14½" wide, and any length. Exposes, prints, and develops in rapid-fire order.

**2. PORTAGRAPH plus its companion — TRANSCOPY.** A small-sized Portagraph plus a Transcopy unit together offer the *lowest equipment cost!* Portagraph quickly exposes the negative contact print of your original on sensitized paper. Automatic timer controls the exposure. Can even handle pages from pamphlet or magazine spread open.

**TRANSCOPY.** Your answer to improved photocopying without time-consuming processing. The ideal companion to Portagraph or your present contact printer.

In seconds Transcopy develops and prints the photographic paper immediately after exposure on the Portagraph.

You get a finished, photo-exact, positive copy of your original regardless of type or color.

Portagraph and Transcopy copy magazine articles, pages of books quickly. Especially helpful in the school library.

**With a modern home freezer  
in your laboratory,  
and the benefit of this  
NEW freezer  
you can give  
your students  
real freezer training**



The home freezer is playing an increasingly important part in American homemaking. Last year, more than 1,000,000 freezers were installed. More and more students are requesting that freezing instruction be included in the home economics courses.

To help in the teaching of this subject, we offer the new Freezer Teaching Kit, described below. It is timely and helpful. It provides a means of visual instruction. It

helps the teacher make full use of the freezer itself. Of course, a freezer in the laboratory is a "must," because . . . **YOU NEED A FREEZER TO TEACH FOOD FREEZING!**

If your school doesn't have a modern home freezer, your local electric light and power company, or electric appliance dealer will tell you how easy it is to have one in your laboratory.

**NEWEST WAY TO TEACH FOOD FREEZING!** The Freezer Teaching Kit makes it easy to provide effective freezer instruction. Includes 12 beautiful, full-color wall charts, and Home Freezer Teaching Guide. Absolutely FREE! *Simply use coupon!*

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**FARM & HOME FREEZER SECTION**  
National Electrical Manufacturers Association  
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New York 17, N. Y.

(Please check) School has . . . does not have . . . Electric Home Freezer in laboratory.  
Please send, absolutely FREE, the new Freezer Teaching Kit to:  
Your name and title . . .  
Name of school . . .  
Address of school . . .  
City . . . State . . .

# ATF

# Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE

American Type Founders, Educational Services Department, 200 Elmora Avenue, Elizabeth, New Jersey

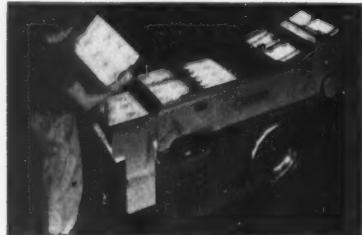
## WHITEHALL ... the Stately Type

In this new face just released, ATF has combined the best characteristics of several popular roman faces and omitted their less desirable features. Whitehall is a sound roman letter which embodies certain of the qualities of English oldstyle and transitional letter forms. Very effective, clear and legible as text, while display sizes are compatible with many oldstyle and traditional faces. This is a specimen of 8 and 14 point. Available 8 to 48 point.

## New ATF Little Giant Installations in Schools Continue to Meet Steadily Increasing Demand

The industrial arts teacher training program of San Jose State College, San Jose, Calif., one of the best and most up-to-date in the state, now offers the many advantages that a Little Giant makes possible.

In working with this horizontal-type automatic cylinder press, students benefit particularly from its easy operation and close similarity in construction to many larger presses. One important feature is the simplicity with which corrections can be made in the form while on the press. Centralized controls facilitate teaching and operation.



The safest press available today, the ATF Little Giant gives positive protection against mishaps with such mechanisms as the Micro-Safety switch, which prevents operation when the press' side panels are removed. These panels completely guard all parts when the machine is operating.

The number of ATF Little Giant installations in schools is rapidly growing; currently it totals 130.



## Junior High School in Brooklyn Provides Well-Rounded Training in Graphic Arts

*Program at Arthur Somers Junior High School  
stimulates academic interest and teaches basic skills*

With the great concentration of graphic arts industries in New York City, it is not surprising that the city's schools have 53 well-equipped school printing shops.

The one at Arthur Somers Junior High School, Brooklyn, is typical. Here instructor John M. Fontana conducts five classes daily for 25 to 30 students each.

Shop equipment follows ATF recommendations, including five double-tier school type cabinets, a Challenge proof press, a power-driven platen press, two hand-lever presses, an imposing table, paper cutter, bookbinding and silkscreen units.

The course of instruction is both educational and cultural, stressing historical knowledge of graphic arts subjects as well as practical skills.

During the year, students learn the California job case, print tickets and other small jobs by letterpress, and cut linoleum blocks for book plates. Reading assignments and talks give them the origin, development and present-day aspects of printing. Students make frequent conducted tours of graphic arts plants in the metropolitan area, supplementing school training with first-hand observation of modern production methods and equipment.

After graduation from Arthur Somers Junior High School, many students continue their training in senior high school printing courses and later at the New York School of Printing.



Another view of the well-lighted print shop, where students at Arthur Somers Junior High learn the rudiments of professional printing practices.

## Educational Services Department is ATF's "Answer Corner" for School Problems

ATF maintains a specialized service for vocational and industrial arts schools. Suggested layouts for typical shops and printing departments are available to you through our Educational Services Department. We may be able to help you outline training courses, or find competent instructors. ATF also serves as a complete source of supply for equipment. Write for your copy of ATF's booklet, "Career Opportunities in the Printing Industry."



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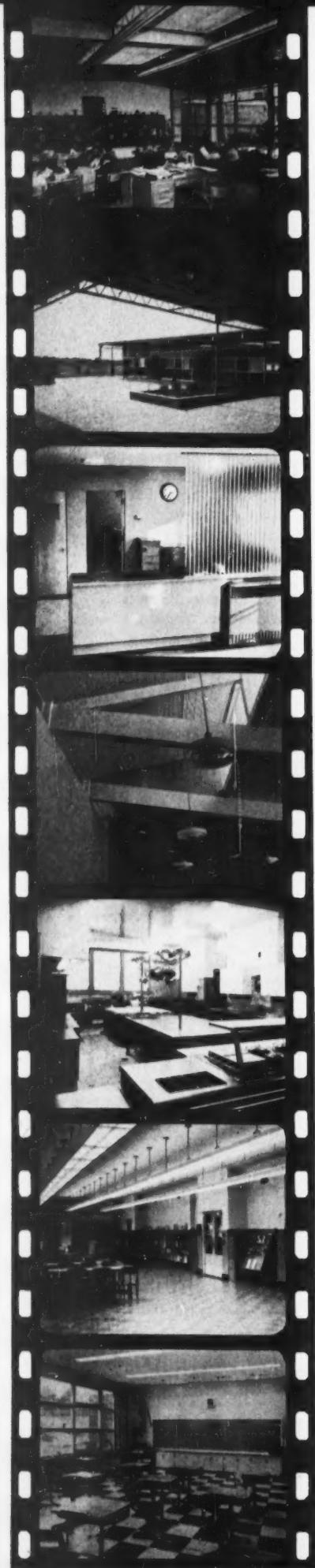
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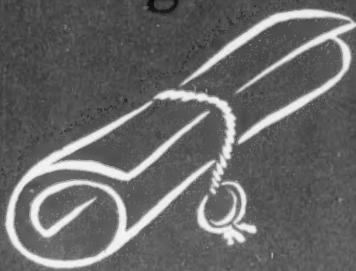
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# A High School Diploma for Whom?



*For the 75% who pass an arbitrary standard?  
For every student who works up to capacity?  
Perhaps a "flunk" admits as much failure  
of school effort as of student achievement.*

by GEORGE C. ACKERLUND

**A**NYONE FAMILIAR with the high "mortality" rate in our present day high schools, and with the experiences of those who drop out before graduation, must surely agree that some means must soon be found to keep students in school until completion of their secondary education. This applies not only to students with high ability, but to *all* students.

This leads to the vexing problem of understanding and interpreting the role of the American public high school in our modern democratic society. What does graduation from high school really mean today? Is every boy and girl entitled to a high school diploma? Shall those who fail to pass an arbitrary standard be eliminated from high schools? Should we adjust the curriculum of the secondary school so that any normal student may earn a high school diploma?

Not many years ago, high school students were encouraged to withdraw from school if they were unable to attain its standards of academic achievement. Such atrocities are somewhat fewer today, yet with-

drawals continue at an alarming rate. Little is consciously done to prevent it through curriculum adjustments to meet the needs of those who find the present course of study out of step with their interests, abilities or aptitudes.

Nowhere in the world is there such a wide variety of backgrounds as can be found in the American public schools, and because of this the problem of meeting the needs of each student becomes extremely great. It is, of course, fool-hardy to hope that the high school will ever be able to meet all of every student's needs; but the basic objective of American public education must be to keep students in school through completion of their secondary education.

#### **Should reconsider what public education means**

Whatever is done should be the very best that the school can possibly do. To do this requires a re-examination of the purposes of the American public school in our democratic society, and of the present-day concept of aca-

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Dr. Ackerlund is now on leave from the department of educational administration at Michigan State College for a year's stay at the University of the Philippines.



demic standards. It also calls for some thorough soul-searching on the part of the public as to the extent of their financial support; for if the schools are to improve, better financial support will be one of its most crying needs.

#### Change from an academy to a social institution

The type and extent of education necessary for successful living in the last century was considerably different from that which is essential today. In the 1800's a common school education was the desired goal, and such an education was deemed adequate for the needs of that day. Those who entered high school were the select few who planned to enter one of the professions. The high school accordingly was an academic institution designed to prepare students for college.

At the time of World War I, what came to be called the Seven Cardinal Principles of Education were published. These were: Good health; Mastery of the Fundamental skills; Worthy home-membership; Vocational efficiency; Civic efficiency; Worthy use of leisure time; and Ethical character.

From these principles it is not difficult to see that the objectives of education had taken on new responsibilities. The school was no longer concerned only with academic achievement. It now realized that if a child was to become a good, wholesome, all-round citizen, all phases of his development must be considered. Education became broader in scope and individual in purpose as it became evident that the academic phase of education alone does not insure good citizenship.

The academic aims which dominated the nineteenth century secondary school must certainly be a part of twentieth century objectives as well. But since the contributions of psychology have revealed such wide variations in individual differences among high school students, the chal-

lenge is to adjust the curriculum to meet the needs of this heterogeneous student body and to review present-day concepts of standards.

Until this is done, the high school must be extremely cautious about the unholly practice of "flunking" students out of school. It must also re-examine its concepts of standards as applied to academic achievement. In a sense, "flunking" a student is merely "passing the buck" to that student. It is the evasion of a larger problem. When students are not in school, certainly the school can do nothing for them; but if they are in school surely something can be accomplished to help them prepare for their roles as adult citizens. As long as parents of slow-learning children continue to pay taxes to support public elementary and high schools, they have a right to expect that the schools do the best they possibly can for their children.

#### Elders more concerned with school standards

On the basis of remarks by some people both in and out of the teaching profession, it is apparent that they are more concerned about the academic standards of the school than they are with the welfare of its students. This feeling seems to be more prevalent among older teachers and

parents—a very encouraging observation, if true. This is not to imply that subject matter is not important, but subject matter, even though well selected and meaningful, is not all that a modern education must include. Pertinent here is a statement by A. C. Ellis: "We educators and our school and college boards and all leading citizens must learn before it is too late that it is just dumb of us to bring over into this new era the ancient idea that all systematic education must consist of facts." Alfred North Whitehead once said: "A merely well-informed man is the most useless bore on God's earth."

Subject matter, as it is generally thought of, must be taught in accordance with individual capacities to learn. That some cannot achieve high standards of attainment should not be cause for failing such students provided their efforts correspond to their abilities. *A school should, after all, have as many standards as it has students.*

As far as the marking system is concerned, it is mere wishful thinking to expect any great change in the near future, since parents rise up in violent protest at the mere mention of it even though most systems now used mean practically nothing to them. The traditional system can, however, be retained and yet the

By the law of averages, two of these students will drop out of high school before graduating. Is this the fault of the student or of the school? The author suggests that the academic-minded teacher has become a deterrent to a fuller acceptance of the much broader viewpoint concerning the purposes of public school education.



great fear of failure, which constantly haunts about 25 percent of high school students, can be eliminated if no grade below a "D" is given.

Many teachers do, of course, follow this practice—perhaps secretly. But it should become a school policy known to students and parents alike that, so long as a student's work corresponds to his ability, he need not fear failure.

#### How fair is the arbitrary standard?

It is not difficult to find teachers who pride themselves on being "tough" academically. The standards of their school are high! No regard is given to those who drop out because the school failed to provide a program from which they could gain something of value for themselves as individuals.

But are the standards of these schools really high? How high are the standards of a school system which graduates from high school only 50 percent of the youth of the community? Should not the standard of a school be in some way based on what the school is doing for the community that supports it? Should not the school be more concerned about what it has done to make each student a better citizen, than with merely "drawing a line" and announcing this

to be the standard of *all*—the *average* for whom it is generally set, the *very intelligent* who find it no challenge whatever, and those with *very low intelligence* who can obviously not achieve such a level.

What, then, should the standard of a high school be?

From the standpoint of the purpose of the secondary school in our democratic society, the highest standard any high school could attain would be reached if it: (1) provided educational opportunities for every student according to his needs and capacities; (2) eliminated failure and made the practice a school policy; and (3) did everything possible to keep youth in school through graduation. From the standpoint of public relations, by building future support for public education, and mainly from the standpoint of building citizenship, such an interpretation of standards would reap bountiful harvests.

One of the unpardonable sins of present teacher preparation is that too little attention is given to the basic philosophy of American public education and to the place of the public school in a democratic society. The basic philosophy, with which all those engaged in the field of public education plus the taxpayers who support the public school should concur, might be summarized as follows:

- The American public school is a social institution designed by the state to work with and do the best it can for *all* children within its borders.
- Nature did not endow all children with the same level of intelligence, nor with the same aptitudes, capacities, or physical makeup.
- All people are required to support public education and are therefore entitled to share in its benefits.
- The public school should do all possible to develop youth in accordance with the Seven Cardinal Principles of Education.
- The school should make it possible for every individual to succeed in some capacity.
- The highest standard a school can maintain is based on what it does for each student in its enrollment, and what it does for the community that supports it.
- Performance in adult life cannot always be determined by academic achievement in school.

#### Diploma should have broader significance

If taxpayers and teachers hold to these principles, then the belief becomes obsolete that the high school diploma stands only for high academic achievements.

The diploma should, of course, have significance. It should mean that the student has completed his required attendance at a high school and that he has worked reasonably up to his capacity. But the diploma should also imply that the school did the very best it could for the student, through academic achievements in proportion to his abilities, and in the development of good character, attitudes, and preparation for good citizenship.

If this attitude becomes accepted as the purpose of the American high school today, then the significance of the high school diploma will take on a new color. And more youth will complete their high school education prepared to fill their new roles as adult American citizens.

We the People  
of the United States, in order to form a  
more perfect Union, to secure domestic Tranquility, provide for the  
common Defense, to promote the general Welfare, and to  
ensure the Blessings of Liberty to ourselves and our  
Posterity, do ordain and establish this Constitution  
for the United States of America.

Let's Study!

## Examine Teacher Loyalty Oaths

Most of you who were seated before your neighbor to the right and left January 20, 1947, even the ~~best~~ citizen of the land cannot take office until he swears to "preserve, protect, and defend the Constitution of the United States."

It is further provided that an oath to support the Constitution of the United States must be required of all legislative, executive and judicial officers of the United States and of the several states.

Chief Justice Vinson said recently the framers of the Constitution obviously thought that a statement of ~~mutual~~ loyalty to the government by public officers was worth the price of whatever deprivation of individual freedom of conscience might be involved.

It seems to be generally agreed that oaths in this sense serve a very

by WILLIAM O. PENROSE

Dr. Penrose is dean of the School of Education, University of Delaware, Newark. This article is a digest of his doctoral dissertation submitted to Harvard University.

real purpose, namely ceremonial or psychological. The hope to maintain the interest of national unity which in turn is essential to the great spiritual and material benefits that we enjoy in this country.

But as is frequently true, the tie that binds can be forged into the chain that enslaves. Oath requirements can be made weapons for invasion of the very freedom they are designed to preserve.

This brings us to the purpose here of clarifying the murky problem of loyalty oaths as they are now required of teachers in the United States. To do this includes:

1. A short examination of the history of test oaths, with particular reference to those required of Southern leaders at the conclusion of the Civil War.

2. A brief general survey of non-Communism oaths today as they affect all public officers and employees, including interpretations of the oaths by both state and federal courts.

3. A more specific discussion of non-Communism oaths for teachers, with emphasis on court interpretations in Ohio and California.

4. And finally, some suggestive guides for use in resolving the problem presented by such oaths.

## Misuse of test oaths in the past

LET US begin by examining, from the archives of our own brief national history, an example of misuse of oaths.

After the Civil War, Congress and some of the state legislatures established test oaths for the purpose of punishing erstwhile Southern leaders by denying them the right to practice certain professions. In some instances, the test oaths required many affirmations about past conduct, and extended even to words, desires and sympathies.

Before long, test oaths were questioned before the Supreme Court of the United States. The Court held that the test applied in these oaths bore no relation to fitness to be a member of a profession, such as, for example, a minister of the gospel or an attorney at law. Thus statutes establishing these test oaths were held to be *ex post facto* laws: they related to offenses committed before

their passage, and they punished in a manner not before punished by law. Furthermore, in the opinion of the Court, they instituted a new rule of evidence in aid of conviction. They deprived parties of existing rights for past conduct and without judicial trial.

Thus the Court considered the test oaths to be not legitimate tests of qualifications, but penalties for past offenses, and consequently unconstitutional.

In this connection, you will remember the classic case of Augustus H. Garland of Little Rock, Arkansas, involving his right to practice before the Supreme Court. In the words of the test oath, Mr. Garland had supported an "authority or pretended authority in hostility to the United States"—the Confederate States of America. In 1866 Mr. Garland argued his own case before the Court. The test oath was declared

unconstitutional and void. Exclusion from any profession or any ordinary avocation of life for past conduct, said the justices, was punishment without judicial trial.

Thus it is seen that in the past the courts have served to protect minorities or groups from punishment attempted through test oaths, and that Court decisions have been based mainly on certain specified clauses in the Federal Constitution.

By now these test oaths of Reconstruction days have been reduced to the rightful status of historical footnotes. But unfortunately, we still have not solved the problem of what constitutes a valid oath of loyalty for public officers and employees in a democratic society.

And in this connection we shall review the nature of those oaths of office or employment which legislators have placed in the statute books in recent years.

# Non-Communism oaths for public employees

As a general definition of these new non-Communism oaths, we can say that, in addition to including the usual statement regarding support for the U. S. Constitution, they go further and state a denial of membership in the Communist Party and other organizations teaching the doctrine of overthrow of the government of United States by unlawful means. To this is sometimes added denial of belief in the doctrine in question. Some relate to present and future loyalty as distinguished from past conduct; in such cases, some constitutional difficulties have been avoided.

## Los Angeles oath reveals "chauvinism gone mad"

As an example of these non-Communism oaths, I have chosen the regulation adopted some time ago by the Board of Supervisors of Los Angeles County. Although this is not entirely typical, it does illustrate most of the points that will be covered. It also may serve as an example of chauvinism gone mad.

First, the Los Angeles regulation provides for an oath of office or employment in the usual form, in which the employee swears to be loyal and conscientious in the discharge of his duties.

Then there is an affidavit which reads in part:

I do further swear (or affirm) that I do not advocate, nor am I now a member, nor have I been since December 7, 1941, \* a member of any political party or organization that advocates the overthrow of the Government of the United States, or State of California, or County of Los Angeles, by violence, except those specified as follows: ..... and that during such time as I am an officer or employee of the County of Los Angeles, I will not advocate nor become a member of any political party or organization that advocates the overthrow of the Government of the United States, or State of California, or County of Los Angeles, by force or violence.

Then, each officer or employee has to swear or affirm that he has never been known by any name or alias other than those he lists.

\* You will notice that this reference to past conduct—that is, the reference to membership as early as Pearl Harbor Day—is unusual in test oaths today, and appears to be contrary to the decision in *ex parte* Garland.

Then, there is the final requirement that employees indicate whether they have ever been a member of or supported any of the organizations on a specified list. The list includes names of 142 organizations.

But non-Communism oaths have not gone without court test. As was true in *ex parte* Garland, there have been those who questioned their constitutional validity. Particularly this has occurred in states where an oath for public officers is already spelled out in the constitution. Courts may ask themselves whether the new oath conflicts with the constitutional oath of office. Is the oath provided in the constitution an exclusive one, or may it be added to?

Other constitutional tests have been applied. These have been based on constitutional provisions regarding freedom of speech, freedom of thought and belief, freedom of religion, right of assembly, privileges and immunities, due process, privilege of suffrage, bill of attainder, and *ex post facto* law.

## Some oaths upheld, others declared invalid

When such tests have been applied, however, courts have specifically upheld:

A non-Communism affidavit required of candidates for state and local office; A statute barring a subversive political party and its nominees from a place on the ballot, and requiring a new political party to deny subversive character by affidavit by its officers in order to get on the ballot; An oath and affidavit calling for disclosure of subversive activities, present and past, required of county officers and employees; A non-Communism oath required of applicants for unemployment compensation; A non-Communism oath required of school teachers; A law classifying public employees as civil defense workers and requiring them to take a special loyalty oath.

In some instances, particular requirements have been held *invalid*; for example:

A non-Communist oath required of applicants for employment under the Emergency Relief Appropriation

Act of 1941; a non-subversiveness oath required of applicants for use of a school automobile; A non-Communism affidavit\* construed to apply to candidates for Congress; A non-Communism oath required of state officers and legislators and candidates for such offices or positions.

## Oklahoma oath proved unconstitutional

To particularize we may cite the Oklahoma case. This case is notable because teachers were involved, since the non-Communism oath requirement in Oklahoma applied to all state employees. When tested before the United States Supreme Court, it proved by a vote of 8-0 to be unconstitutional. It was found that the statute, in violation of the due process clause of the 14th Amendment, failed to provide adequate safeguards for innocent persons. The Court hit hard at the requirement that a state employee swear that he had not been, within the previous five years, a member of any organization listed as subversive by the Attorney General of the United States. As Justice Frankfurter wrote,

Since the affiliation which must thus be forsaken may well have been for reasons of or purposes as innocent as membership in a club of one of the established political parties, to require such an oath, on pain of a teacher's loss of his position in case of refusal to take the oath, penalizes a teacher for exercising a right of association peculiarly characteristic of our people.

## Conclusions reflect different constitutional provisions

We can summarize by saying that courts have considered a number of cases and produced varying results. The different conclusions seem to reflect differences in constitutional provisions and other circumstances, rather than judicial conflict, although some of the latter may be involved, too. In the main, however, courts have agreed in declaring the new oaths to be constitutional.

So much for non-Communism oaths as they affect public officers and public employees in general. Now, how are teachers faring in this respect?

## Non-Communism oaths and teachers

**P**UBLIC school teachers, officers, and school employees generally, have been subject to oaths of employment—ordinary loyalty oaths, if you will—in a number of states for many years. The validity of the ordinary forms of loyalty oaths had not been much contested in courts. But there is clear evidence that when put to the test, such provisions have been and still are sufficient to rid schools of that rare bird, the teacher who is guilty of seditious utterances. Such provisions have shielded children without harrassing or inhibiting teachers. Thus our legal protections against disloyal teaching have been adequate for many years.

But the matter of new oath requirements which single out teachers needs special examination. Here the picture is not so clearcut. It is interesting in this connection to compare two recent and outstanding cases on new oaths for teachers—one in Ohio, the other in California.

The Ohio case was a test of the constitutionality of a non-Communism oath requirement of teachers by the Board of Education of Cleveland. The Cleveland oath read:

I will support and defend the Constitution of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely without any mental reservation or purpose of evasion; that I will well and faithfully discharge the duties of the office to which I am appointed. So help me God.

I do not advocate nor am I a member of any organization that advocates the overthrow of the government of the United States of America by force of violence or other unconstitutional means to deny other persons their rights under the Constitution of the United States of America, including without limiting the generality of the foregoing, organizations such as Communist, Fascist, and Nazi. I do further swear (or affirm) I will not so advocate, nor will I become a member of such organizations during the period that I am an employee (member) of the Cleveland Board of Education.

This oath, the Ohio court said, must be considered against the general background of the powers of the Board of Education and the nature of the Communist menace in international politics and in our recent national affairs. So considered, the

court decided, the oath regulation was reasonable for the conduct of public schools and protection of children.

Then opening his aorta and filling his fountain pen, the court wrote:

The one hundred thousand children our Board of Education must protect are entitled to its protection: and they are the primary concern of the Board, the people and the Court.

The court also remarked:

With the right of the Board to express tribute to our Constitution we shall not interfere; with its right, power, and duty to accept such expression from its teachers, we shall not interfere. Such expressions never harmed the sensibilities of the Presidents, Governors, Senators, Congressmen, Judges, Mayors, or other public officers privileged to take them, nor will they harm the teachers whose precept and good example will influence the future public officers who take them.

Furthermore, the Ohio court pointed out with some asperity, the suit had been brought not by a teacher or parent but by a mere taxpayer whose only justifiable interest arose from his concern over one taxpayer's proportionate share of the \$33.63 which the Board had spent on oath forms.

The Ohio case marks no important developments; but the Court did state rather forcibly what we know to be a widely accepted point of view.

### California University oath proved unconstitutional

The other recent and outstanding case on new oaths for teachers, as you know, involved the Regents of the University of California. Two pertinent facts in the California case were:

1. The California constitution prescribed an oath form for all officers, and expressly provided that no other oath might be required for any office or public trust.

2. The Regents had required faculty members to execute the prescribed oath, and then to add a statement by letter denying membership in the Communist Party or any like organization.

When this requirement was brought before a California court it proved to be unconstitutional. The decision was founded on the point

that members of the faculty of the University of California were occupying an office or public trust as the terms were used in the oath section of the constitution. They were within the purview of the oath provision. Thus it was decided that *no other oath, declaration, or test of loyalty could be required of them.*

It is interesting to note in this connection that the California court also said that the faculty shared with the Regents the obligation of keeping the University free from sectarian and political influence. This meant that the faculty must be kept free from any additional loyalty test if it proved to be narrower than the constitutional oath. Otherwise, the University might be reduced to "an organ for the propagation of the ephemeral political, religious, social and economic philosophies, whatever they may be, of the majority of the board of regents at the moment."

The court concluded that the people of California had intended that:

... no one could be subjected, as a condition to holding office, to any test of political or religious belief other than this pledge to support the Constitutions of this state and of the United States; that pledge is the highest loyalty that can be demonstrated by any citizen, and that the exacting of any other test of loyalty would be antithetical to our fundamental concept of freedom. Any other conclusion would be to approve that which from the beginning of our government has been denounced as the most effective means by which one special brand of political or economic philosophy can entrench and perpetuate itself to the eventual exclusion of all others; the imposition of any more inclusive test would be the forerunner of tyranny and oppression.

With the Ohio and California cases in mind, perhaps we should pause for a second summary—this time with regard to non-Communism oaths and teachers. The situation here seems to be that in general such oaths as they single out teachers are not un-constitutional. Court actions declaring the contrary are the exception, and have usually been justified on the basis of conflict with exclusive constitutional oaths, or *ex post facto* application, or freedom of speech and assembly.

# Where does the loyal teacher stand?

Now, if this is the status of non-Communism oaths for teachers, what are some of the principles that may guide us as a profession in relation to them? Here I suggest three things.

## Oaths dangerous when they narrow the test of loyalty

1. Although present-day non-Communism and nonsubversivesness oaths serve no useful purpose not already served by previously existing loyalty oaths, they need not (except in *ex post facto* application) be a threat to any but the disloyal—if such exist—or most irresponsible teacher. Unfortunately some of our self-appointed spokesmen have been hysterical and fuzzy-minded, and have done us and themselves a disservice by hollering before they were hurt. We *must* be concerned, however, about what seems to be the dangerous tendency to narrow the test or definition of loyalty. An analogy may be drawn here regarding the petty "moral" restrictions (for example, no card playing or car riding on week nights) that were formerly imposed on teachers. But, of course, the loyalty issue seems potentially more dangerous to academic freedom.

## Must join forces through public relations program

2. Teachers must organize their efforts to counteract this tendency. We must make clear, on the one hand, our support of loyalty declarations, while, on the other hand, publishing our opposition to this tendency to define loyalty more narrowly than ever before. The question must be, "Whose loyalty is good enough for the public schools?"

Other public officers and employees are also affected, and all of us must join forces or at least coordinate our efforts. Within our own sphere, false pride must not prevent us from telling the community that teachers are loyal. We must act through a quiet, daily program of public relations, broadly based on the principles of the community school. For as long as the problem of mass communication remains as it is, teachers can

never take their public relations for granted.

## Obligation to test oath requirements

3. Teacher organizations must stand ready to institute legal tests of oath requirements where reasonable doubt exists about their constitutionality. To make such tests is one of the obligations as well as one of the rights of American citizenship.

Now I would like to conclude with a brief study in comparative political science.

### Mau Mau Carthy Carthy

Early in April there was a gathering of 800 men of the Kikuyu people in Kenya Colony, East Africa. Some months before, these men had taken the Mau Mau oath. At that time they had prayed that all flesh might rot from their bones and all their families be stricken dead if they failed to kill a white man when the Mau Mau ordered them to do so. But now they were convinced of the wicked purposes of the Mau Mau and of the harm that threatened their people. They had come together to get cleansed of the Mau Mau oath and have that fearful weight lifted from their shoulders.

The cleansing was to be done by the greatest of the witch doctors from a neighboring people. The witch doctor agreed to do this service for the sum of a shilling a head, put up by white landowners. He had brought with him a steer and a goat.

First the witch doctor made a brief talk against the Mau Mau and led the group in a chant that was a curse on the trouble makers. Then the steer and the goat were tortured and sacrificed. Some of their parts were mixed in maize and banna pulp and applied to each of the men in turn.

There followed another group curse in which the men took a counter-oath, this time against the Mau Mau. This time they invoked death on themselves if they ever gave aid or comfort to the Mau Mau. There followed another sharing of a magic mixture.

Throughout this ceremony, the medicine man had the manner of a butcher on Saturday morning.

Finally, he made another talk of about two minutes, ending with a ribald joke, and the 800 men went back to the fields and forests, still chuckling but supposedly with a new loyalty in their hearts.

If you read about this ceremony, you probably noticed, as I did, that all the classical elements were present.

1. Although the rite was brief, a complex and troublesome problem of loyalty had been conveniently simplified.

2. Once more, loyalty had been viewed not as a matter of education and growth but as a ceremonial, ritualistic matter, or even worse, as just another commodity to be brought and sold on the open market.

3. And finally, as always, provision had been made for the sacrificial goat.

## "Be an organ of your highest thought"

Surely it is clear at this point that creative loyalty, so necessary for teaching, can never be produced by either the McCarthys or the witch doctors. On the contrary, as Emerson has said:

If I have renounced the search of truth, if I have come into the port of some pretending dogmatism, . . . I have died to all use of these new events that are born out of prolific time into multitude of life every hour. I am as a bankrupt to whom brilliant opportunities offer in vain.

And then he concludes:

To whatsoever upright mind, to whatsoever beating heart I speak, to you it is committed to educate men. . . . According to the depth from which you draw your life, such is the depth not only of your strenuous effort, but of your manners and presence.

Consent yourself to be an organ of your highest thought, and lo! suddenly you put all men in your debt, and are the fountain of an energy that goes pulsing on with waves of benefit to the borders of society, to the circumference of things.

And it is to this larger loyalty that we as teachers must always address ourselves.



These high school students are building model planes—one of the projects which supplements academic work in their Civil Air Patrol aviation course.

## Air-Conditioning America's Youth

by JOHN DEMETER

An Air Force information specialist, Sergeant Demeter handles public relations for the Civil Air Patrol aviation education program. Further information on the program is obtainable from: The Director, CAP Aviation Education Program, National Headquarters, CAP-USAF, Bolling Air Force Base, Washington 25, D.C.

HERE'S been a lot of excitement recently over the new dimension of depth in motion pictures. As long ago as 1942, however, Professor George Renner pointed out that it was only with the advent of aviation that man's *world* became a three-dimensional one.

The Columbia University geographer looked on history as giving length to human conceptions, and geography as giving them breadth. "For a long time," he noted, "men lived in a two-dimensional world, like dots on a sheet of paper. Recently, aviation has added height or depth—the third dimension."

Schools have been teaching history for untold ages. Geography has been taught for a somewhat lesser period.

Now, many people feel, it is time for aviation to be added to the curriculum.

### **"Invention has outdistanced education"**

*Skyways to Learning*, a recent Georgia State Department of Education bulletin, says, "Aviation presents to the American school one of the greatest challenges in the history of public instruction. So paramount, so transforming, and so rapid have been the technological advancements of science that invention has completely outdistanced education and social developments."

A leading effort to meet the situation is the Coordinated Civil Air Patrol—High School Aviation Edu-

cation Program, which fosters the teaching of a general aviation course in the nation's schools and universities.

Since its inception about three and a half years ago, the CAP-sponsored program has been established in some 250 high schools across the country. Available at first only as an extra-curricular course, Aviation Education can now be taken for credit in many high schools.

#### **It's more than learning how to fly**

The Ohio State Department of Education is among the latest to put the course on its list of accredited electives. It not only endorsed the program by accreditation, but went on to notify individual secondary school principals that a top-notch aviation education course was now available.

The course is not a technical program, nor does it deal with specialized branches of the broad field of aeronautics. It is a general education course, covering fundamental principles of aviation, and endeavoring to impart the knowledge an air-age citizen needs.

The target of the course is not, therefore, pilot training. "Some of our pupils don't even like to fly," says class instructor James Domann of West Point, Virginia, where the course is firmly established, "but they're all interested in some form of aviation."

There are no prerequisites for the course—interest in aviation is the

only criterion for admission; an informed interest is the purpose of its training.

#### **Range of topics for air-age needs**

Cornerstone of the course is the CAP Study Manual, Volume I, Book II, said to be the finest available in general aviation education. Wherever possible, the subject matter is tied in with other parts of a sound high school curriculum.

Among the topics covered are: *Our Air Age*—the economic and historical effect of the airplane; *Know Your Airplane*—the types, structures and uses of aircraft; *Why an Airplane Flies, Power Plants and Weather*—subjects involving practical physics and chemistry; *The Airplane and the Airman*—a brief study of the problems of piloting; *Nazigation*—involving practical arithmetic and geometry; *Communications*—radio and its uses; *Safety and Control*—dealing with flying safety and air traffic methods, the functions of government and personal responsibility in aviation safety; *Airports*—engineering and community development and trade associated with airports; *Vocational Opportunities in Aviation*, an introduction to the multitude of specialized jobs in aviation.

#### **CAP membership not required**

Aviation education as a formal academic program is just one phase of the five-point CAP cadet program, covering some 50,000 young Ameri-

cans. Students in the aviation education program are not required to be members of CAP—among the schools presently offering the course, CAP membership ranges from almost none in some localities to 100 percent in others. In any case, the administration of the course is, of course, left in the hands of the school officials.

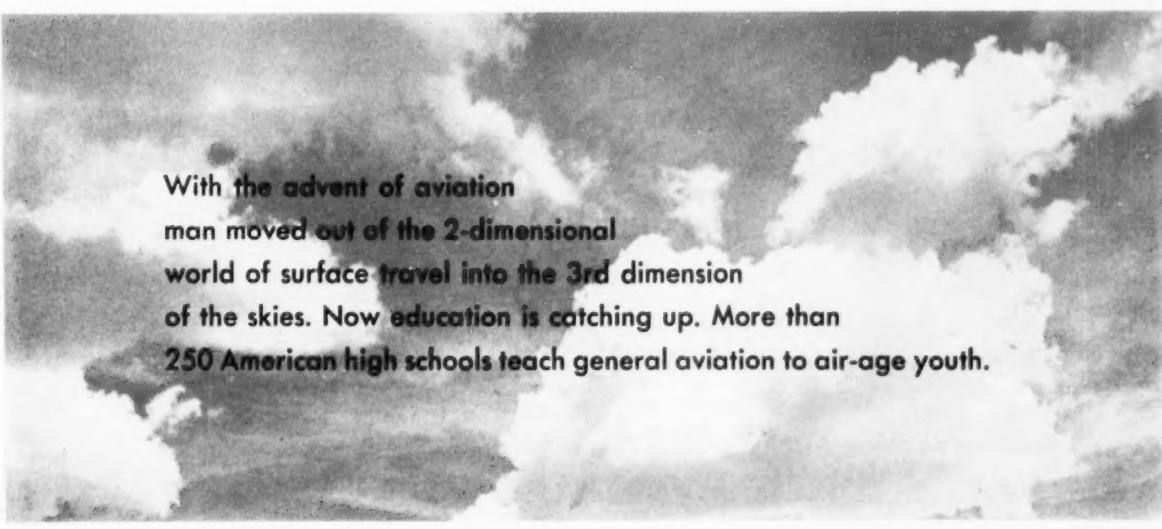
CAP sponsors a five-week National Aviation Education Workshop during the summer. The first, held at Boulder, Colorado, in 1952, was co-sponsored by the University of Colorado. Designed to acquaint persons on the teaching level with the purposes and fundamentals of the aviation education program, it drew 114 high school and college instructors.

#### **Field trips, exhibits augment class study**

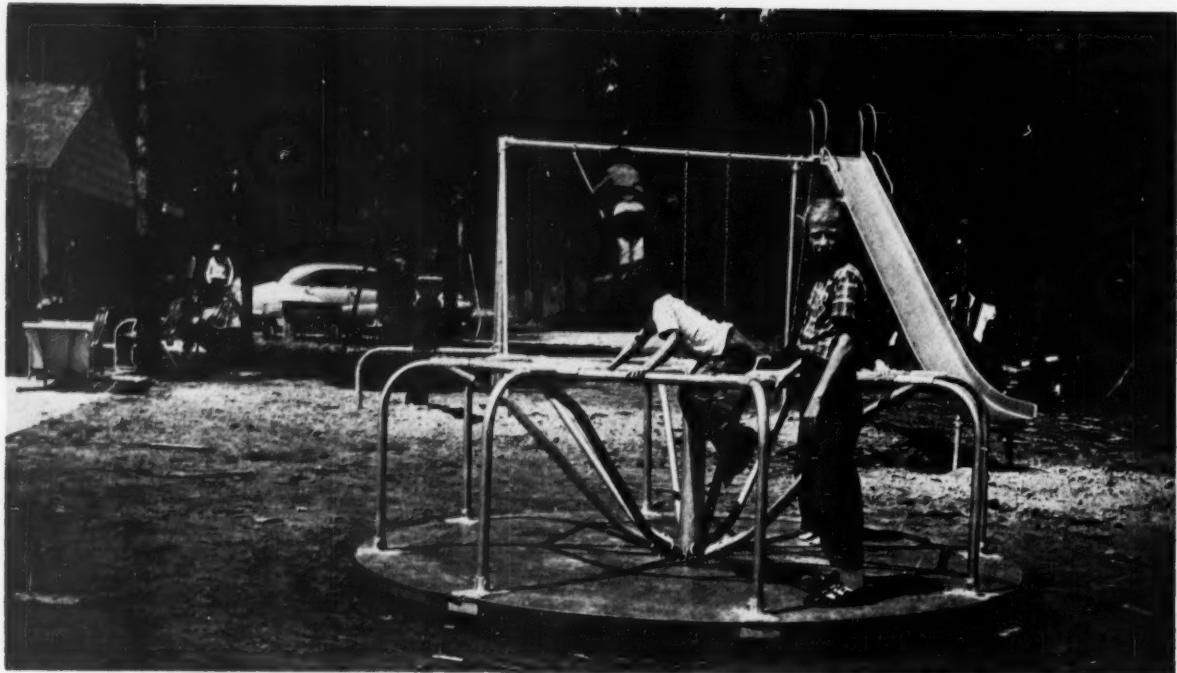
These workshops lay the groundwork for the aviation education program. They insure that the instructors who bring aviation education to the classrooms shall be interested, capable people. Field trips to airports, building of model planes and exhibits and flight orientation excursions are some of the practical and interesting sidelights of their class instruction.

People talk today of the "air age," the "atomic age," the "rocket age." whatever label posterity attaches to this tumultuous era, we can be certain that man's new mastery of the air will be a big factor in the decision.

Today's youth needs to be "air-conditioned"—with the cooperation of the nation's schools, CAP is trying to accomplish just that.



**With the advent of aviation  
man moved out of the 2-dimensional  
world of surface travel into the 3rd dimension  
of the skies. Now education is catching up. More than  
250 American high schools teach general aviation to air-age youth.**



Local civic groups helped build and equip a summer day camp to augment the city schools' special education program.

*The community points with pride to . . .*

## Special Education in Escanaba

by WILLIAM J. DUCHAINE

WITHIN THE LAST few years a number of families with physically and mentally handicapped children have moved to Escanaba, Michigan. Last year the parents of one little "slow learner" made four trips to Escanaba from their home 200 miles away in an effort to enroll their child in school there. And many handicapped children from other school districts and outlying communities commute to Escanaba by school bus, or room there in local homes.

Escanaba's attraction for parents with "special problems" is the city schools' admirable special education department. A city of 15,000 population, Escanaba offers a complete program in special education—orthopedic, physio-therapy, sight-saving and oral-deaf, plus ungraded rooms

for the mentally retarded and slow learners.

This year there are forty-five mentally retarded children enrolled in the ungraded rooms, ten in the sight-saving room, eight in oral-deaf, and fourteen in orthopedic. In addition to the latter number, about seventy youngsters, physically handicapped by polio and other afflictions, receive physio-therapy treatments in the department.

Superintendent John A. Lemmer, who has been deeply interested in special education for many years, is frequently invited to tell about the work in the Escanaba schools before groups of educators and laymen.

"The philosophy of modern special education is to have the handicapped children participate with normal children in study and play," Mr. Lemmer explains. "There is no segregation, and because of this policy the attitude of parents, and teachers as well, toward special education has changed.

"We play up the strong points of the handicapped students; it develops

their self-confidence. Some are good at hand work, for instance. Others excel in art or music activities."

The superintendent points out that it is the policy of the school to never force mentally retarded children to enroll in the ungraded rooms. That is left to the parents to decide.

This special education work in the Escanaba schools has been given much publicity in the local newspaper and through talks and demonstrations before service clubs and other civic groups. As a result the citizens of Escanaba have responded enthusiastically in helping support the work that is being done for physically and mentally handicapped children.

Financial aid is given by the state of Michigan to the local school district to compensate for the cost of special education above that of the regular grades, though not to exceed \$425 per student per year.

But much of the help has come to the Escanaba program from individuals and civic organizations that have recognized the fine contribution the school is making toward providing

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Mr. Duchaine is with the American Playground Device Co., Nahma, Michigan, whose playground equipment was donated by Escanaba civic clubs to the summer camp project.

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a better life for unfortunate children.

Some of the money collected in the Easter Seal and March of Dimes campaigns goes for hospital and medical expenses for polio victims and other handicapped.

The Escanaba Kiwanis Club recently donated a \$700 hearing aid to the oral-deaf room.

One of the strongest supporters of the program is the Escanaba Rotary Club which for many years has listed aid to crippled children as its principal service project. The club sponsored the first crippled children's clinic in Escanaba in 1925—a project that was largely responsible for the establishment of the orthopedic room a decade later.

Four summers ago the Rotarians sponsored Camp Rotary, a day camp for crippled children, which was held for 17 days along the shore of Green Bay, seven miles south of Escanaba. When the Rotarians saw how the children enjoyed playing on the beach and in the water, they decided that the children needed a permanent camp. Then followed a splendid chain of cooperative reaction.

A local businessman, Ole Harstad, offered a large shore lot as a site for the camp, and the Camp Harstad project was launched.

Rotary, Kiwanis, Lions and other civic organizations contributed funds

for a lodge where the children could play during inclement weather.

Construction materials were offered at cost. Members of the carpenters, bricklayers, plumbers and electricians unions donated their time and labor. Business and professional men helped carry lumber, bricks and mortar.

For outdoor play, the Rotary Club contributed a merry-go-round and combination playground unit. The Eagles Club Auxiliary donated a set of swings. A picnic grill was installed so that the young campers could enjoy cook-outs.

#### Achieve confidence on the playground

The crippled youngsters now derive much enjoyment from their new playground equipment; mastering the swings, slides and see-saws gives them a sense of personal achievement. Superintendent Lemmer tells about one little girl who was afraid to go down the newly installed slide. At first the camp counselors had a difficult time convincing her that it was safe to make the slide. Finally she mustered enough courage and descended.

"I did it! I did it!" she squealed in excitement, as she landed in the sand at the foot of the chute. "Please may I go down again?"

Camp Harstad is operated for the benefit of all the children in the special education department. In addition, some underprivileged children also attend.

The Camp's director, Clarence Moore, is the school physio-therapist. He is assisted during the summer camping season by eight junior counselors, and high school and college girls who are interested in special education work and who serve without pay.

According to Superintendent Lemmer, there is a shortage of teachers trained in the special education field. And the enthusiasm about Escanaba's special program is even helping to meet this need. Local high school students have become interested in this area of teaching, and each year a sizable number of Escanaba graduates enroll at the Michigan State Normal College at Ypsilanti for its course in special education.

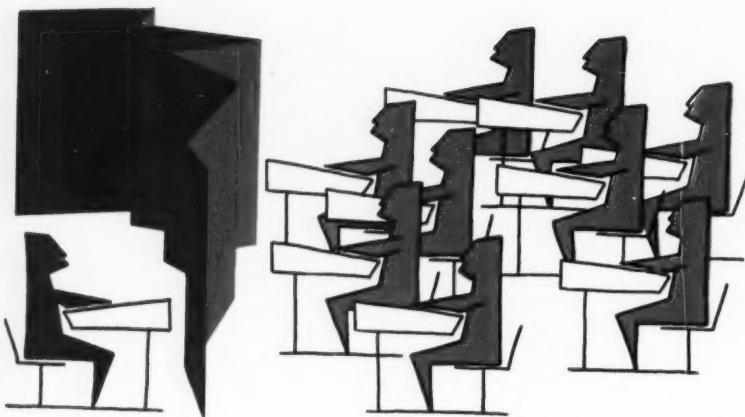
Because this special education program in Escanaba has won the support of the community, many physically and mentally handicapped youngsters in that area are being given the special attention they need that would otherwise have been impossible to provide. Special education for special students—thanks to the special concern of a charitable community.

#### Sight-saving room has special devices for children with defective eyesight.

Polio victim receives pool treatment  
by the school physio-therapist.



*One out of  
every ten public  
grade school students  
is a Negro child  
attending a  
segregated school*



**Are dual public school systems unconstitutional? That will be the issue when the highest court in the land resumes hearings shortly on one of the most important groups of cases ever argued before it. Here is a review of . . .**

## **The Supreme Court's Changing**

by WARREN E. GAUERKE

**N**EXT MONTH the Supreme Court of the United States will consider a question that could directly affect the lives of one out of every three Americans: Is racial segregation in the public schools unconstitutional?

Seventeen states and the District of Columbia maintain separate school systems for whites and Negroes. One schoolchild in every ten is a Negro child attending a segregated school. All states with segregated schools will be affected by any decrees of the Court, although only five states are involved in the arguments.

Last fall the Court began hearings on cases in which groups of citizens from Virginia, South Carolina, Delaware, Kansas and the District of Columbia argued that racial segregation in the public schools is unconstitutional. A decision was expected June 8, but instead the Court advanced some major queries calling for reargument.

Before it hands down a decision, the Court wants to know: What understanding did the framers and ratifiers of the Fourteenth Amendment have as to its effect on segregation in public schools? and, if the Court should decide that segregation vio-

lates the Fourteenth Amendment, how is the transition from the existing systems to systems not based on color distinctions to be brought about?

### **Three cases which set important precedents:**

In making their decisions, the justices will surely be influenced by past decisions relating to segregation, especially those made by the Supreme Court. There are three main precedent-setting cases concerning segregation which were passed on by the U. S. Supreme Court: the *Slaughter House Cases*<sup>1</sup>, the *Hall v. DeCuir* case<sup>2</sup>, and the *Plessy* case<sup>3</sup>.

#### **• Slaughter House Cases**

The decisions rendered after the adoption of the Fourteenth Amendment were strongly influenced by the Supreme Court's decision in the *Slaughter House Cases*. While the issue had nothing to do with segregation, a ruling on the Fourteenth Amendment was elicited because the plaintiffs said that the passage by Louisiana of a statute creating a mon-

<sup>1</sup> *Slaughter House Cases*, 16 Wall. 36 (U.S.) (1873).

<sup>2</sup> *Hall v. DeCuir*, 95 U.S. 485 (1877).

<sup>3</sup> *Plessy v. Ferguson*, 163 U.S. 537, 16 S. Ct. 1138 (1896).

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Dr. Gauerke is associate professor of Education at Emory University, Georgia, where he teaches a course in School Law. He was formerly on the staff of Texas A & I College and principal of the College High School, Moorhead, Minnesota.

*One American in three lives in a state with segregated schools*



## Attitude on Segregation

opoly in the slaughter house business violated the privileges and immunities of citizens which that amendment affirms.

However, the Court inferred from the wording of the Fourteenth Amendment that there is a distinction between rights held as a citizen of a State and rights held as a citizen of the United States; it said,

Only [the privileges and immunities of the citizen of the United States] are placed by this clause under the protection of the Federal Constitution.

This was the basis for the Supreme Court's subsequent "hands-off" attitude. It consistently refused to interfere in the question of dual school systems on the grounds that the power to pass social legislation is inherent in the states.

State supreme courts interpreted the decision in the *Slaughter House Cases* as upholding the legality of statutes providing for separate schools. The year after the U. S. Supreme Court decision, courts in California and Kentucky declared segregation statutes constitutional.

The Kentucky court said:

There is nothing in the [first] section [of the 14th amendment] from

which it can be inferred that any of the *existing* rights, privileges, immunities, or advantages secured by law, and by the state and Federal constitutions before the adoption of the amendment, to persons who were *already* citizens were to be destroyed, modified, or in the slightest degree abridged. The primary object of the amendment was to elevate the negro [sic] to a political status he had not heretofore occupied, but it was not intended to affect to any extent the existing status of the white race. (*emphasis added*)

### • DeCuir v. Hall

The *DeCuir v. Hall* case was decided in 1877. Louisiana then had a statute requiring that colored ship passengers be carried in the same cabin with whites. A Negro, who had been denied admission to a cabin for whites on a steamship engaged in passage between several states, brought suit against the company. She lost the suit.

The Court held that while the federal government could pass rules and regulations on interstate commerce, in the absence of such rules it must be implied that discretion is vested in the carrier and a state might

not pass rules controlling that discretion.

If the steamship company were to be bound by the statutes of all the states through which it passed, said the Court, it would continually have to change its procedures; therefore, the company's rule to separate whites and Negroes was a reasonable one.

Thus, the convenience of the carrier was made the criterion in determining the reasonableness of the rule regarding segregation.

### • Plessy Case

The next important segregation case to set a precedent on dual school systems was, again, one in which that issue was brought up only indirectly. That is the *Plessy* case, decided in 1896.

Plessy, a Negro, took a seat in a railway coach reserved for white passengers. He was arrested when he resisted attempts to remove him to a coach for Negroes. His defense plea proposed that the state statute providing for segregation was unconstitutional.

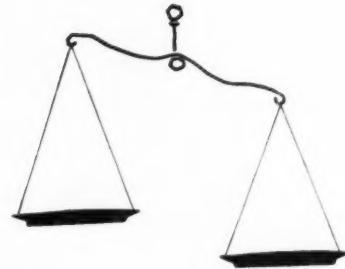
However, the U. S. Supreme Court held otherwise, saying that the Fourteenth Amendment—

could not have been intended to

## *the cause of it all—the Fourteenth Amendment*

While there were cases protesting segregation before the passage of the Fourteenth Amendment in 1868, it has touched off most subsequent cases. The first section of the amendment reads in part:

*All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States . . .*



... enforce social, as distinguished from political equality . . . Laws permitting and even requiring . . . separation . . . have been generally . . . recognized as within the competency of the state legislatures, in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.

The Court further said,

In determining the question of reasonableness [of exercise of the police power] [the legislature] is at liberty to act with reference to the established usages, customs and traditions of the people.

### **Significance of the Plessy Case**

The *Plessy* case is important for several reasons. First, it continued the Supreme Court's "hands-off" attitude on social legislation. Secondly, it is the first case decided by the Court in which the constitutionality of statutes providing for segregation is mentioned. Third, the case is important today because of the criterion of reasonableness which the Court applied to the state's exercise of police power.

The decision in the *Plessy* case became known as the "separate but

equal" doctrine and permitted states to have segregation laws.

There are two questions on segregation which have come up before the courts time and again.

### **Two big questions on segregated schools:**

1. In states where school boards are not specifically given constitutional or statutory authority to establish separate schools for other than white children, do boards have a right to do so?
2. Are state statutes making dual school systems mandatory or permissive constitutional?

### **• Lacking specific authority, can boards establish separate schools?**

In the great majority of cases involving the first question, the courts have declared that school boards have no implied power to provide separate schools.

There is, however, a Massachusetts case, decided in 1850, which upheld the school boards. The decision is frequently quoted:

The power of general superintendence vests a plenary authority in the [school] committee to arrange, classify, and distribute pupils, in such manner as they think best adapted to their general proficiency and welfare . . . In the absence of special legislation on this subject, the law has vested the power in the committee to regulate

the system of distribution and classification; and when this power is reasonably exercised without being abused or perverted by colorable pretenses [sic], the decision of the committee must be deemed conclusive.

### **• Where it exists, is such authority constitutional?**

As for the second question, it was not until 1927 that the Supreme Court gave its first direct ruling on the constitutionality of statutes making racial segregation mandatory or permissive (*Gong Lum v Rice*, 275 U. S. 78, 48 S. Ct. 91). The Court sanctioned the policy, using the *Plessy* case as precedent.

Without exception, the courts have held that a legislature, in the absence of constitutional restraints, has the right to pass statutes requiring or permitting the segregation of pupils in public schools on the basis of race or color.

Five states do have such constitutional restraints. The constitution of New Jersey, for example, forbids racial segregation. Until recently, however, all Negro children attending junior high school in Trenton were sent to a central school for Negroes. Whites attended the school nearest their residence. The court called the practice discriminatory.

While the courts have uniformly upheld the constitutionality of segregation laws, their attitude toward

## *the courts' changing attitudes on segregation*

change in . . .	from . . .	to . . .
Criterion for reasonableness of police action	Convenience	Established usage
Aim of the Fourteenth Amendment	To assure rights to a group (new Negro citizens) but not to infringe rights of those already citizens	To assure rights to individuals
Meaning of "separate but equal"	Equality does not imply identity	Equality approaches identity
Reasonable time for implementing decisions	Allow gradual change	Provide new facilities simultaneously; adjust existing inequities quickly

the problem does seem to be undergoing some change:

### **Four trends in segregation decisions\***

1. The criterion for the rule of "reasonableness" has changed from "convenience (of the carrier)" cited in the *Hall v. DeCuir* case to that of "established usages of the people" (*Plessy* case).
2. Where the *Slaughter House* decision looked on the rights established by the Fourteenth Amendment as being ascribed to a group (freedmen), recent decisions regard these as personal rights. This view underlay a federal court's statement<sup>4</sup> that equality of school facilities "cannot be decided by averaging the facilities provided" each race; the consideration must be whether substantially "equivalent treatment is accorded to persons of different races similarly situated."
3. Courts have evidenced a growing impatience with administrative agencies which have been tardy in providing for equality in the "separate but equal" facilities. Whereas in the past courts have given such agencies

time to effect changes, the present trend seems to be to demand that equal facilities be provided for one group at the same time they are provided for the other group. For example, in a recent case<sup>5</sup> a federal court ordered a school district to provide equal educational opportunity for Negroes and required the board to file a report within six months showing this had been done.

4. The most far-reaching of the four trends concerns the courts' changing concept of what constitutes equality under the "separate but equal" doctrine. On the theory that "equality of rights does not imply identity of rights," state constitutions and statutes providing for separate schools have, in the past, been upheld by federal courts. In recent decisions, however, courts have come close to defining equality in terms of identity. It should be pointed out that most of these cases concerned admission of Negro students to state-supported institutions of higher education; their applicability to public elementary and secondary schools is problematical.

Because segregation statutes have so regularly been held constitutional,

those who feel they have a grievance have recently made complaint on the grounds that the separate facilities were not "equal," rather than that dual school systems are unconstitutional. In recent years states have found it increasingly difficult to satisfy the courts that the "separate but equal" doctrine is being scrupulously upheld. The courts' definition of "equal" is moving ever closer to "identical."

### **Questions the pending decision will answer**

The decision the Supreme Court is presently considering will be a momentous one. When it has been made known, we will have answers to some questions other than the main issue of "are segregated schools unconstitutional?"

Is the issue of segregation different at the higher and lower levels of education? Is the notion that "equality of rights does not imply identity of rights" outmoded? Will changing criteria for judging equality make obsolete the "separate but equal" doctrine? Will earlier thinking that the Fourteenth Amendment referred to a group give way to a belief that the rights it guarantees are guaranteed to individuals?

The United States—and much of the rest of the world—awaits the decision of the nine men in Washington with, to say the least, keen interest.

\**Corbin v. County School Board*, 177 Fed. (2d) 924 (1949).

<sup>4</sup>From Garber, Lee O., *The Yearbook of School Law* 1952, pp. 103-4. Published by the author, University of Pennsylvania, 1952.

<sup>5</sup>*Briggs v. Elliott*, 98 Fed. Sup. 529 (1951).

# Who Does What in a Citizens Survey?

by MERLE R. SUMPTION

THE citizens school survey is gaining wider usage as larger numbers of citizens become concerned with the improvement of their schools. This type of survey provides an opportunity for the people of a community to participate in long-range policy making for their school system. It provides furthermore that such planning will be based on a collection and study of the available facts. It represents an organized, coordinated and logical approach to planning which gives the planners an overview of the whole picture.

One of the problems which frequently arises in the survey project is that of the working relationships of the parties involved. Usually the citizens survey is undertaken by a group of citizens at the request of the local board of education, school commissioners, or school directors, as the case may be. Ordinarily the sponsoring authority provides a number of professional consultants to act in an advisory capacity to the citizens committee.

Experience growing out of the citizens school survey as developed at the University of Illinois indicates the value of setting up definite areas of responsibility which are agreed upon at the outset by the parties concerned. The outline which follows has proven useful as a working guide in many citizen surveys conducted in the midwest.

## A. THE ADMINISTRATION

The administration is defined as the school board and the superintendent and his staff.

1. It shall be the duty of the administration to select or provide

Dr. Sumption is head of the Office of Field Services, College of Education, University of Illinois, Urbana.

for the selection of a representative committee of citizens to act as the steering group for the project.

2. The administration should provide all necessary materials for the study, such as books, manuals, maps, and similar materials.
3. The administration will provide necessary facilities for committee meetings, preferably in school-houses.
4. The administration will provide mailing and duplicating service so that reports, charts and tables may be made available to all members of the committee, the consultants, and the administration.
5. The administration should provide all available information about the school system required by the citizens committee, except such information as is contained in individual personnel files not ordinarily open to the public.
6. Members of the board of education, the superintendent and his staff will serve as resource people and be available to give help and information when called upon by the citizens group.
7. The administration shall be free to meet with the lay group as observers at all times. However, members of the administrative staff will join in discussions only at the invitation of the lay group.
8. The board of education will receive the report of the citizens committee, give it careful study, and act upon it in accordance with its best judgment. The board, the legally constituted body for the determination of school policy, has the choice of adopting the report in total, or in part, or rejecting it as it sees fit. This responsibility is clearly its own.

## B. THE LAY GROUP

The lay group is defined as the citizens committee which is requested to make the study.

1. The lay group shall be independent in nature and free to work as it deems desirable.
2. It shall be charged with the responsibility of ascertaining pertinent facts, analyzing them and submitting recommendations to the board of education.
3. It shall be free to enlist in the work of the project any individuals, organizations, or community groups it sees fit.
4. The lay group shall be provided with qualified professional advice. Professional advisers will supply methods, techniques, interpretations, and aid in evaluating various proposals; but conclusions must come from the lay group.
5. The lay group will from time to time report its progress in the study to the board of education.
6. The lay group will seek to make use of all available resource people and materials.
7. Regular minutes will be kept by the group so that a record of activities will be available at all times.
8. A final written report shall be submitted to the board of education by the group. It should include the pertinent facts, the group's interpretation of the facts, and the recommendations of the group.

## C. THE CONSULTANT STAFF

The consultant staff is defined as the professional educators who act as advisers to the lay group.

1. The work of the consultant staff shall be purely *advisory* in nature.
2. The staff will help the committee develop a work structure for the study.
3. The consultant staff will supply the committee with methods of securing data, techniques of group action, evaluative criteria, and similar information.
4. The staff will direct the attention of the lay group to all pertinent phases of the problem and make sure that the group is aware of the available sources of information.
5. Consultants will encourage original explorations and study by members of the lay group.
6. Consultants will help the group in stating and restating problems and formulating answers but always as advisers not as participants in decision making.

## A Comparison of Old and New Schools

Someone in Port Arthur, Texas, asked, "What is the difference between our *old* schools and our *new* ones?" Point by point, here are a few differences:

1. The *old* schools were designed for a "sit and learn" educational program; the *new* schools were designed for a "learn by doing" educational program.

2. The *old* schools are formal with regimented environment of desks in rigid rows; the *new* schools are informal with movable furniture and

ited glass areas are confining; the *new* schools provide spacious stimulating environment for learning.

6. The *old* schools make minimum use of the wall as a teaching device; the *new* schools have walls which serve as vertical work surfaces making use of every square foot.

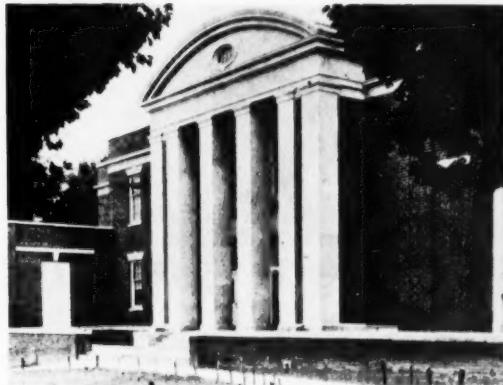
7. The *old* schools with their unilaterally-lighted classrooms provide low level, unevenly distributed natural light; the *new* schools with their bilaterally-lighted classrooms provide high level evenly distributed light.

11. The *old* schools have applied lighting fixtures; the *new* schools have integrated lighting fixtures.

12. The *old* schools are uncomfortable during the hot months because of a lack of cross ventilation; the *new* schools are so designed that each classroom has bilateral ventilation.

13. The *old* schools are more expensive for one reason because of the high ceiling heights; the *new* schools have economical low ceilings which are more child-like in scale.

James K. Haveman, architect; Hedrich-Blessing photo



The *old* schools are monuments designed to impress . . . the *new* schools are more intimate and designed to stimulate.

equipment to conform to many types of teaching activities.

3. The *old* schools are monuments designed to impress the adults; the *new* schools are planned for the children.

4. The *old* schools are institutional in character; the *new* schools are warm and friendly, even residential in character.

5. The *old* schools with the lim-

8. The *old* schools must supplement the daylight with electric lights; the *new* schools, through the carefully designed natural lighting systems, get all of their light from the sky free of charge.

9. The *old* schools must have shades or blinds; the *new* schools have been designed so that such teacher-operated controls are not necessary.

10. The *old* schools are heated by units which project into the classrooms and are hard to keep clean and are sometimes dangerous to active children; the *new* schools have integrated, built-in heating units.

14. The *old* schools require much maintenance on gutters, down-spouts, and leaky parapet walls; the *new* schools have large "umbrella roofs" without parapets, and require no gutters or down-spouts.

15. The *old* schools have several stories with expensive stairs and heavy construction; the *new* schools are efficient one-story buildings with light, inexpensive structure.

16. The *old* schools are expensive with their applied ornamentation and high cubage; the *new* schools are relatively inexpensive and provide more and better educational facilities at less cost to the taxpayer.

This statement is from *How Architects See New Schools*, a booklet by the firm of Caudill, Rowlett, Scott, Neff and Associates, Bryan, Texas.



A housing development can go up in a few months, but it takes several years to plan and build a new school. Where, then, to house the thousands of school-age children who move into these "overnight cities"? Here's how one district solved the problem of . . .

## Temporary School Housing

by MEDILL BAIR

**W**ITH THE RECENT advent of U. S. Steel's half-billion dollar Fairless Works in Lower Bucks County, Pennsylvania, there immediately sprang up several immense housing developments in a school district where there were not even enough classrooms to meet the current needs.

In the new town of Fairless Hills, 1100 prefabricated houses were built last year and an additional 2000 will be completed and occupied this month. Nearby, a second Levittown was started which within a year had sold 4000 new houses. Before the old-time residents were fully aware of what was happening, a new city of 80,000 people and 16,000 homes was born.

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Mr. Bair is Regional Superintendent of the Pennsbury Schools, Fallsington, Pennsylvania—the area which recently saw the mushrooming of thousands of new homes.

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Meeting Falls Township's school needs caused by this influx of students—75 new faces on some Mondays—required quick answers to school needs. When the project builders started construction, they met with the Board of School Directors to set aside school sites. Surveys by the Pennsylvania Economy League outlined the far-reaching school housing and school financing problems to be met. Their recommendations were soon translated into blue prints, bond issues, and voluminous pages of specifications. But these schools were in the future—the students were here now!

It was the president of one of the building corporations who suggested using some of their prefabricated

Not main street in Suburbanville, these prefab houses are among the 17 that have been temporarily converted into classrooms.



With repartitioned interiors and added teaching facilities, the cozy setup has found favor with children and teachers alike.



Photos by Pennsbury High School Photography Club

houses as temporary schools in the interim before the new school buildings would be completed. Immediately, five homes were turned over to the district for school purposes. By adjusting room partitions to school needs, changing the location of toilets, and adding drinking fountains, new lighting, separate entrances and exits, and pupil wardrobes, the children were soon attending school in the first self-contained classrooms ever used in the district.

Additional pupils soon required additional houses. Today there are seventeen pre-fabs being used as classrooms, with an eighteenth cottage in use as a principal's office. Now, 21 teachers, the principal and 650 pupils are working together in a row of modern classrooms which stretches over a quarter of a mile.

Educators visiting the area marvel at the efficiency of these temporary class-houses. Teachers enjoy the independence and the feeling of self-sufficiency created by their separate

buildings. And pupils, living nearby in houses similar to these schools, respond enthusiastically to the home-like atmosphere. It has even been suggested that we consider using these structures on a permanent basis, but it is our opinion that although these are excellent as an expedient, they do not have the advantages which are to be found in a complete unit where all facilities are equally accessible through corridors or covered breezeways.

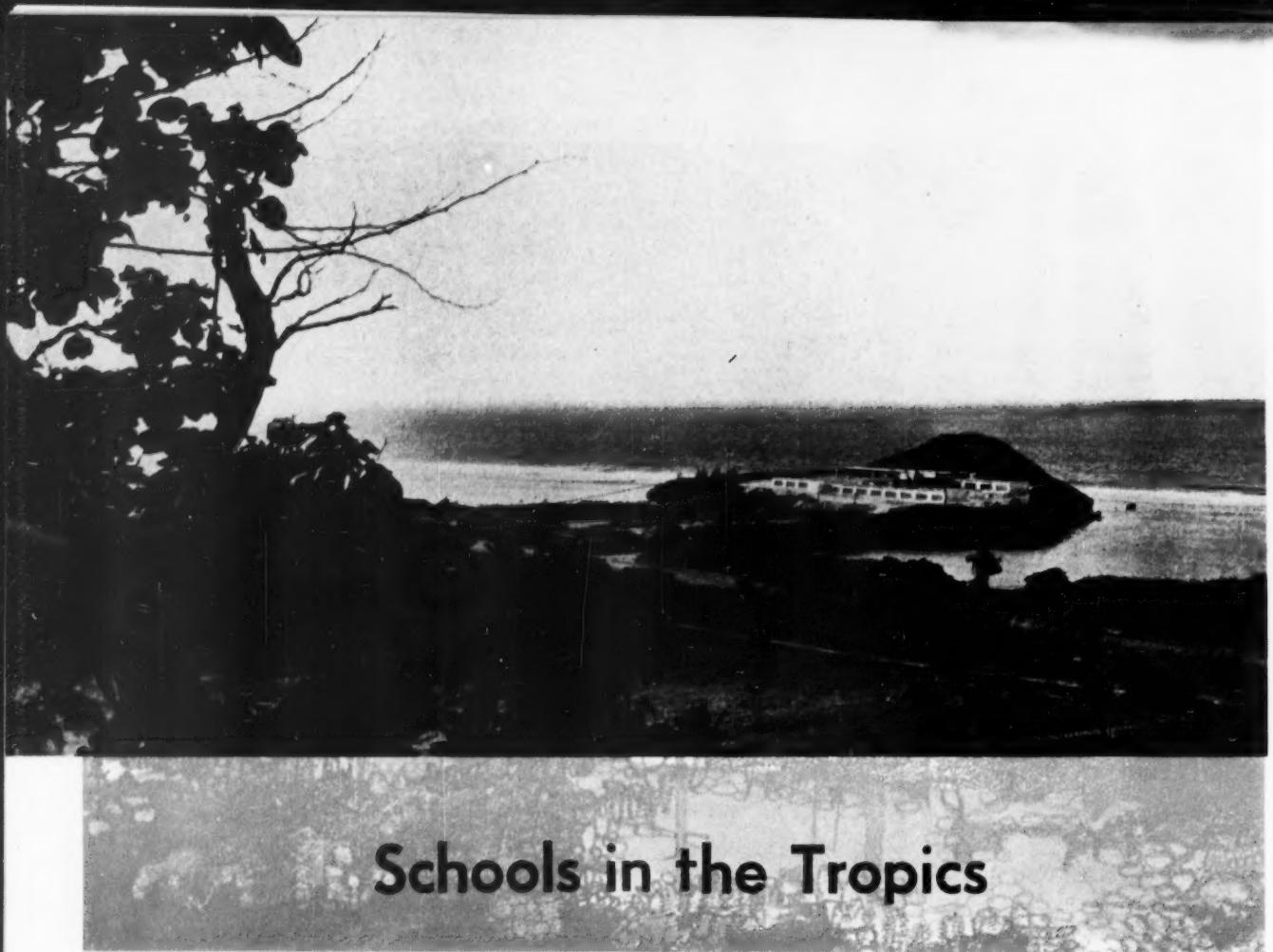
#### **Finances strained as enrollment doubles**

We have found that there are basic, though acute, educational problems involved in this type of situation. The mushrooming of communities, for example, places a great financial burden on the school district which cannot always be relieved as effectively as has been the case in this area. To illustrate: our total school population last September was 2,100 —this September it is 4,300.

Another serious problem which we have had to face has been the prediction of the number of school-age and preschool-age children who would enter these homes as they were occupied. We have developed a fairly accurate system, but it resulted from trial and error and from house-to-house surveys.

Our prefabricated classrooms will become homes again in another year's time, but meanwhile Falls Township has been fortunate to be able to meet its skyrocketing pupil increases through the use of these temporary facilities. We are grateful to the developers of the housing project who recognized the pupil housing problems they were creating and cooperated wholeheartedly with the school board and staff in solving the critical shortage of classrooms.

In fact it has been so successful that I would suggest, if necessary, that less cooperative developers be required by state legislation to make similar provisions.



## Schools in the Tropics

by RICHARD J. NEUTRA  
and ROBERT E. ALEXANDER

**E**LEMENTARY SCHOOLING for every child is a thought which was perhaps first rigidly developed in Nordic countries, but in mild climatic regions elementary and general schooling is really extremely favored by nature. Teaching and learning had been done in the tropics "under a mango tree" long before the Nordics had their chance of comfortably sitting at the feet of great teachers.

The semi-outdoor school—that is, the school with classrooms expanding onto open-air instructional areas to supplement their interior square footage—was first developed in Southern California. This basic style is also

Mr. Neutra and Mr. Alexander, architects and planning consultants of Los Angeles, designed the Adelup and Umatac schools in Guam (through the Public Works Department of the Territory of Guam). The Puerto Rico schools are by Mr. Neutra.

employed in our schools in Guam and Puerto Rico.

The most distinguishing factor determining the tropical school building is, of course, ventilation. The concern here is primarily with air currents which would permit evaporation of the millions of sweat droplets continuously forming on the skin of the occupants of any interior. For cooling comfort and for the avoidance of contagious diseases which spread more violently in these latitudes, this calls for a type of cross ventilation which would be considered over-abundant in other regions.

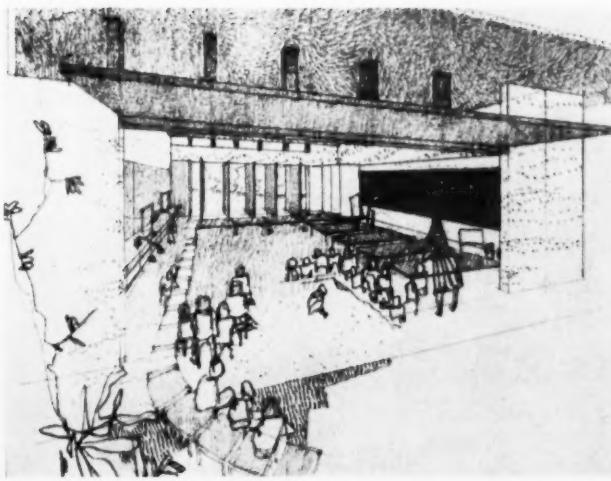
Countries close to the equator have the benefit of truly "prevailing" breezes. The trade winds have a steadiness of direction seldom to be found in the temperate or Nordic zones. Orientation of the building will therefore largely solve what, in other areas, a ventilating engineer will have to supply artificially.

Another climatic condition which affects tropical school building is the frequency of rain squalls during which water can be driven fairly

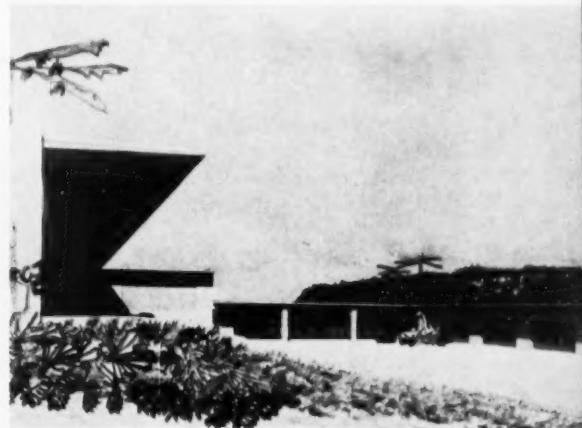
horizontally into the interiors. Substantial roof projections and a slight turn of the opening away from the direction of wind will give adequate protection.

The great openness of the classrooms, library, offices—of practically all parts of a school building—is somewhat beset by the difficulty of typhoon protection. During a typhoon the wind direction naturally changes since it is a revolving storm. The meteorological upheaval is so severe that no school work goes on during that period and a complete enclosure is desirable. This can be accomplished by having every opening, screened or not screened, also provided with an enclosure panel that can be folded or lowered into position.

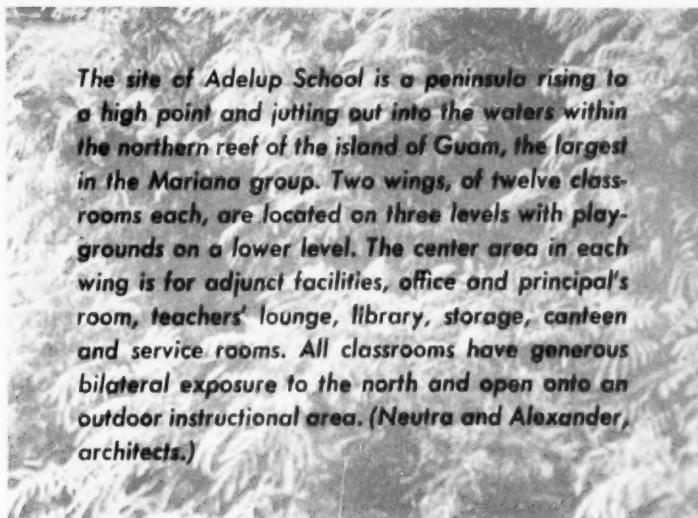
With these special problems of school building in mind, then, let us make a pictorial inspection of the authors' recently completed schools in the tropics: the Adelup and Umatac schools in Guam, and several rural and urban schools in Puerto Rico.



Classroom tilt-up door in foreground and pivoted doors in rear are opened for maximum ventilation. They can be closed tight for typhoon protection.



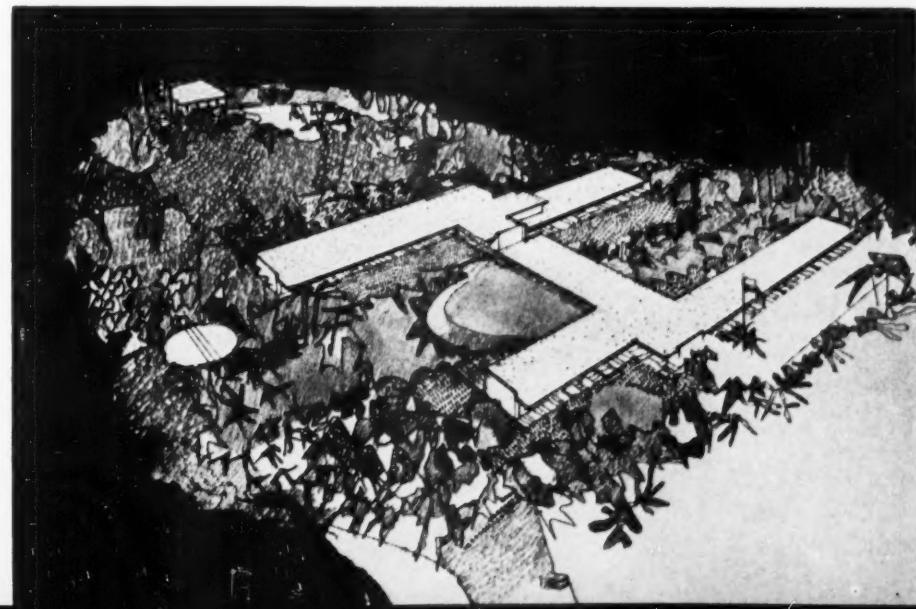
◆ Adelup School is situated on a vegetation-studded peninsula on Guam's north coast which extends into the waters of the South Pacific. A coral reef surrounding the island calms the surf.



The site of Adelup School is a peninsula rising to a high point and jutting out into the waters within the northern reef of the island of Guam, the largest in the Mariana group. Two wings, of twelve classrooms each, are located on three levels with playgrounds on a lower level. The center area in each wing is for adjunct facilities, office and principal's room, teachers' lounge, library, storage, canteen and service rooms. All classrooms have generous bilateral exposure to the north and open onto an outdoor instructional area. (Neutra and Alexander, architects.)

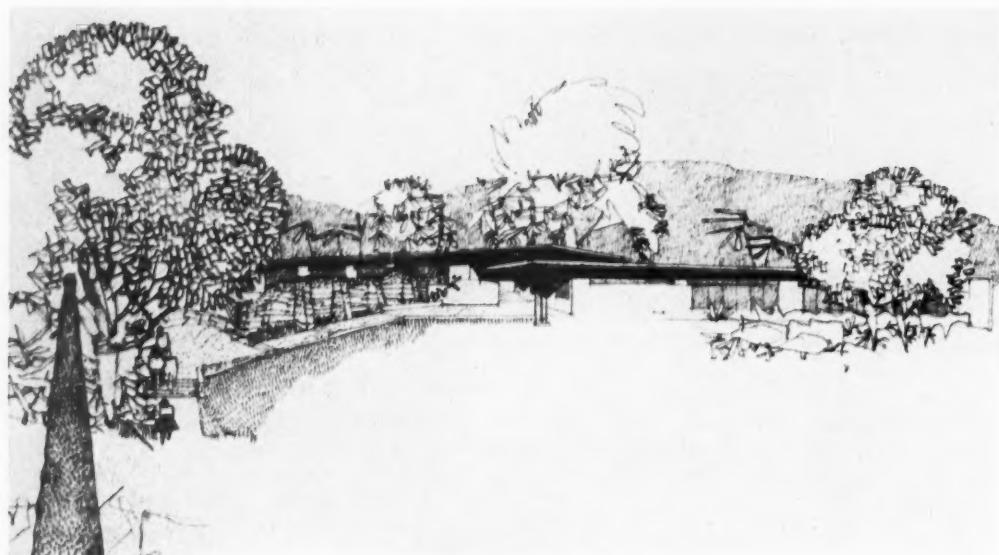


Reinforced concrete, as shown in the two pictures above, is designed for lateral stresses, and braces the structure against hurricanes and earthquakes.



◆ The two wings are connected by a porch which serves as a covered play area and stage. Seaward, a stairway leads up to an open pavilion.

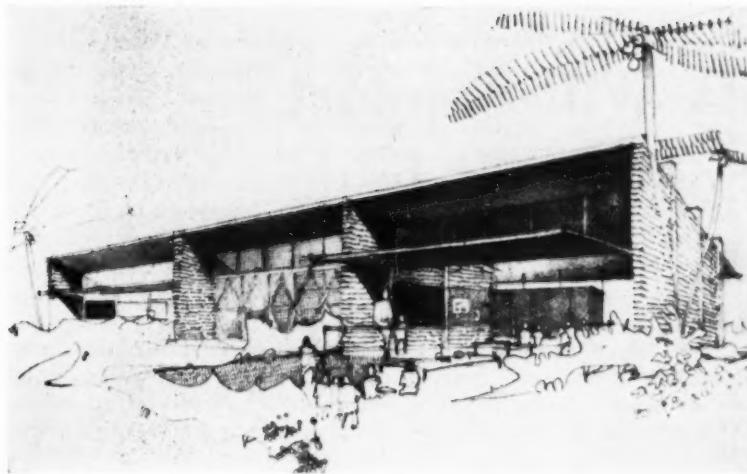
## **schools in the tropics**



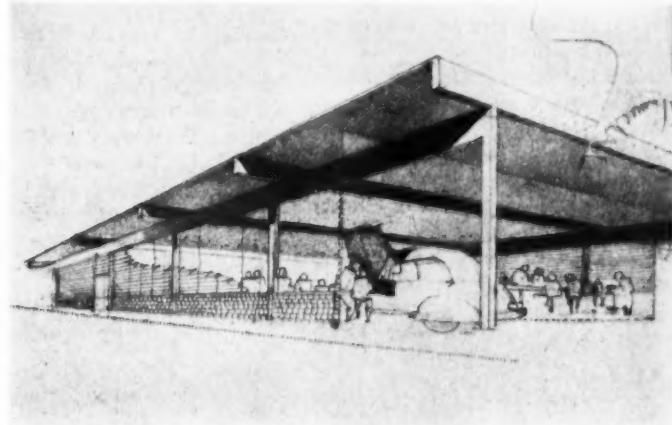
*The ancient and the contemporary are brought together in the Umatac Elementary School built on a steep hillside in a remote area of Guam. The shaft shown at left commemorates the arrival of Magellan in 1521. The ruins of an old church with medieval buttresses, at the left of the school entrance, are preserved as a monument to the past. The overlapping roofs of the two wings intersect to form an outside assembly porch. (Neutra and Alexander, architects.)*



*Schools in Puerto Rico utilize the tropical climate to an economical advantage. The comparatively small classrooms profit from a combination of indoor-outdoor instructional area with the tilt-up or awning type of door. Properly oriented to air currents, this creates a completely open breeze-swept interior with its cooling and dehumidifying comfort; it also shades the extended classroom area. Pictured at left is a rural school in Puerto Rico. (Richard Neutra, architect.)*

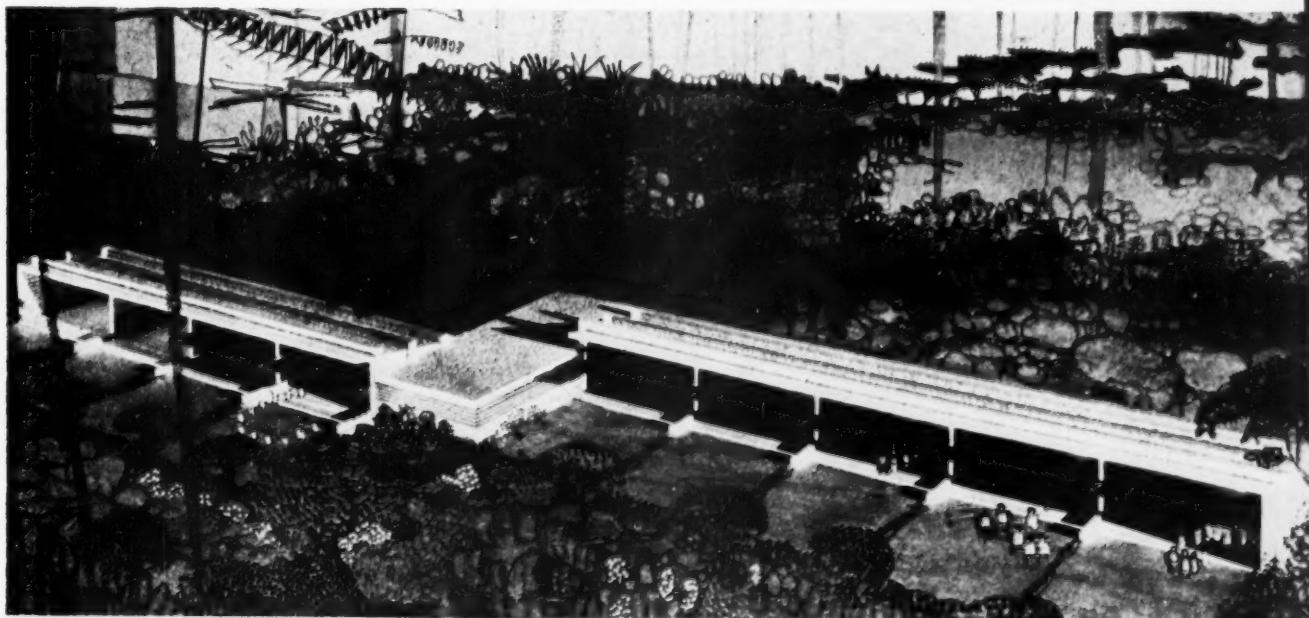


Another of Architect Neutra's rural Puerto Rican schools shows the roof projections and tilt-up walls which free and shade the teaching area.



Puerto Rican youngsters learn auto mechanics in this open, unadorned industrial arts building in an urban school by Neutra.

In this rural Puerto Rican school by Neutra, fold-up doors open the classrooms onto their patios surrounded by the lush greenery of the tropics. Here again, the teaching and learning activities extend easily to the out-of-doors.



# Your Community Will Support a School Bond Issue

by JOHN W. GILBAUGH

Is a school bond issue being contemplated for your school system? If so, do you have a plan to assure approval of the proposed issue by patrons of the school district? Few bond issues are voted down at the polls if the pre-election strategy for winning the confidence of the voters has been good.

Often the need for modernization and expansion of school facilities exists, but some members of boards of education are hesitant, for business reasons, actively to support the raising of the necessary sums of money.

Great care must be exercised by the aggressive administrator who recognizes the need for school improvements, but lives in a conservative community represented by a school board that conscientiously believes its chief function is to cut expenditures instead of providing educational opportunities for boys and girls.

An initial effort might be that of getting school board members to visit the most up-to-date school systems in the area. Comparison of the obsolete local facilities with modern buildings and equipment in other communities makes an effective, lasting impression.

After all board members have had a chance to inspect neighboring facilities, there probably will be general agreement that local schools are in need of improvement.

This is the time to suggest that the board employ a reputable school building consultant, who will conduct a survey of its school system and report his findings, as well as make recommendations for modernization. Even though the local superintendent of schools may be qualified to make

such a survey, it is an important part of the planning to let recommendations come largely from a reliable outside source. It is effective to quote recognized experts during the campaign in proving the need for the program proposed.

Representatives from state departments of education often assist in making surveys and recommendations. College education departments are usually equipped and eager to render such services.

After the survey and the recommendations by outside consultants, the superintendent and board are ready to discuss the data. Important considerations will be the cost of the program compared to the school district's financial capacity. Ideal programs frequently have to be compromised because of limitations on taxation.

The administrator should impress upon the members of the board the importance of unanimity on the final decision regarding a definite program to be undertaken. By working tactfully and cooperatively, a superintendent's careful planning begins to bear fruit—his board votes to undertake a definite improvement program which will require a bond issue.

## Hold off publicity until program is outlined

A flare of publicity concerning planning progress is not advisable. The campaign should not start until all details of the proposed program are complete.

Selection of an architect is the next step. Together with the superintendent of schools and the board of education he discusses the type of program to be undertaken. Some architects have in their employ educational consultants, enabling them to offer greater service to boards of education.

Preliminary drawings of the proposed project are prepared and submitted to the board for its approval or suggested revision. After any re-

visions are made, the board, acting upon recommendations of its superintendent, adopts the preliminary drawings for its definite program to be offered to school patrons for action.

Services of an attorney are necessary to ascertain that all board procedures comply with the law. Many bond issues have been ruled illegal because of minor technicalities; for example, omitting the school district number from the ballot.

**Local newspapers** may render a real community service and enhance the chances for successful campaign with their support. Guest editorials written by key people who endorse the plan are very effective.

Vigorous campaigning on the part of the superintendent increases the likelihood that patrons will approve a proposed bond issue. Discussions before civic, service and social clubs, following which each organization pledges support, create general public favor. Inviting each organization to send representatives to a central committee has been effective in many communities. This citizen's committee charts further strategy for a saturating campaign to sell the plan for proposed school improvements.

Two or three days before the election a brochure which includes a picture and all important facts on the proposed program should be distributed to the household of every voter in the school district. The style must be simple so the average citizen will know precisely what the program includes and what it will cost him in dollars and cents.

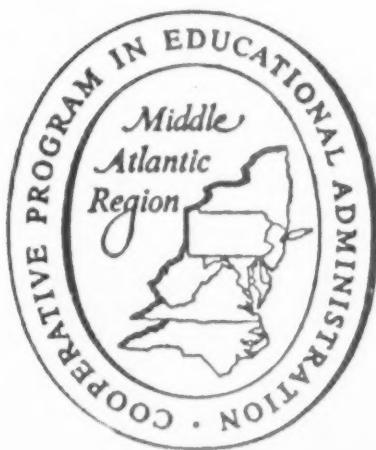
After the bond issue has been approved, continue to use the splendid organization which has been set up. Direct efforts to community education and service programs. A continuous public relations project should be planned to captivate and direct the interests and energies people will extend on behalf of their children. Few bond issues fail in communities where the patrons are partners in the public schools.

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Now Assistant Professor of Education at Kansas State College, Mr. Gilbaugh was previously superintendent of the Humboldt, Kansas, Public Schools.

**from the editors:** This month the Planning Section presents the results of a series of action research\* studies sponsored by the Middle Atlantic Region of the Cooperative Program in Educational Administration, of which Daniel R. Davies of Teachers College, Columbia University, is the director. These studies, involving both university and public school personnel, were conducted to throw more light on the problems of school administration and to suggest how colleges might help in their solution.

## EDUCATIONAL PLANNING



# Results of Action Research in Educational Administration

... an interim report on  
the work of CPEA-MAR

THE Cooperative Program in Educational Administration is a five-year nationwide research project sponsored by the American Association of School Administrators, the National Council of Chief State School Officers and the National Conference of County and Rural Area Superintendents. It is financed by the W. K. Kellogg Foundation. The Program is administered through eight regional centers.

The Middle Atlantic Region, with its administrative center at Teachers College, Columbia University, has been interested in "research that makes a difference in the field." Action research at the grass-roots level holds great promise toward this end. People who may be expected to consume the fruits of research might well participate in its development.

A new pattern for action research, the intervisitation team, has emerged in the Middle Atlantic states. Over three thousand people — superintendents, principals, teachers, board members, professors, graduate students and lay people—have participated in the studies. The broad objectives of these self-studies are:

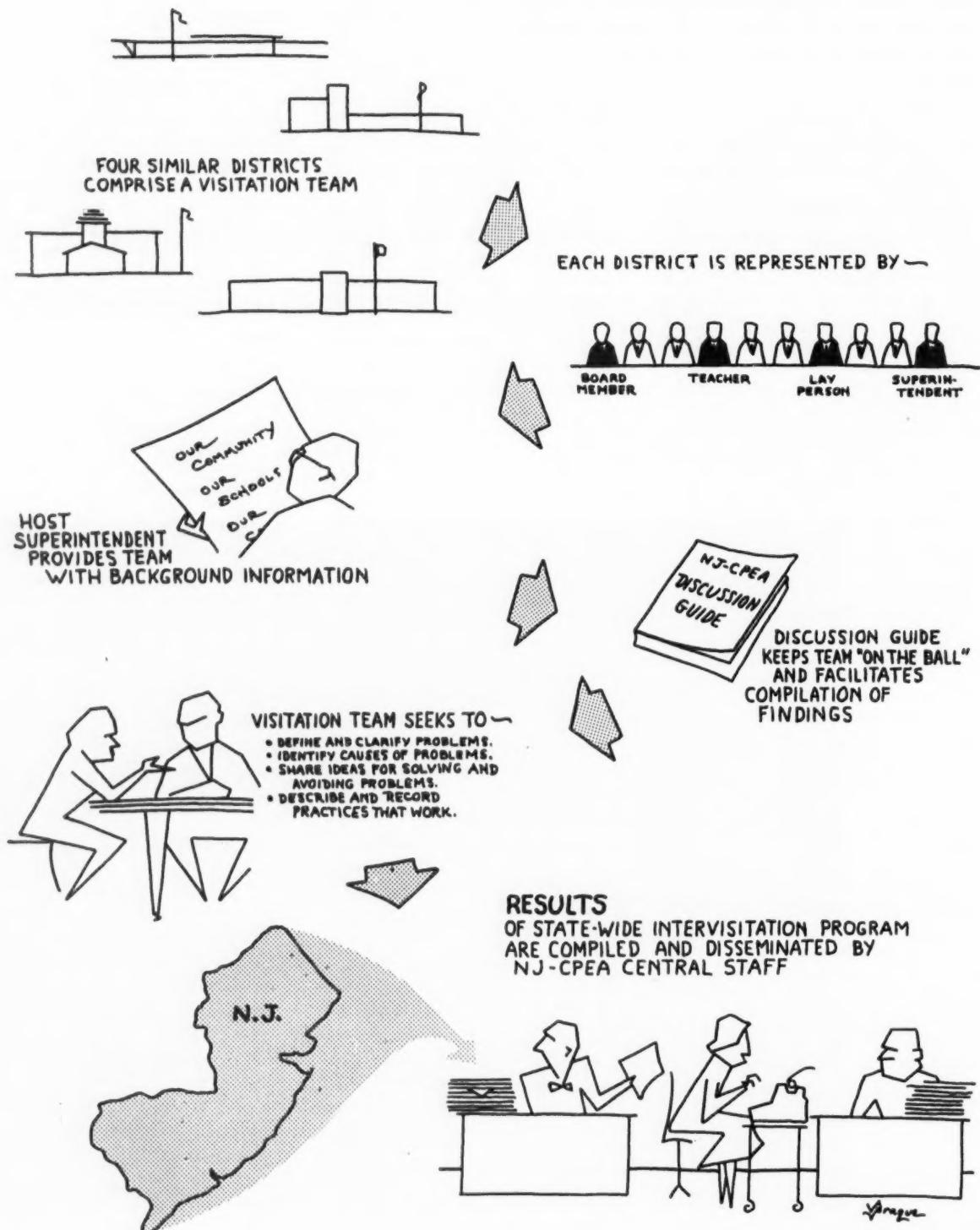
- to enrich our concept of the role of school administration in a dynamic society.
- to provide a medium for the sharing of resources and promising practices.
- to make possible the self-improvement of administrators, teachers, board members and lay citizens through participation in cooperative study of common problems.

The reports that follow, describing several of these action studies, seek to:

- describe this new approach—its mechanics and its values.
- define the problems and opportunities of school administration.
- present some of the best practices for meeting these challenges.
- show the emerging character of the superintendency.
- report the progress of graduate schools in helping school administrators.

\*see "about action research" on page 79.

**"Intervisitation" is an important part  
of CPEA-MAR's action research program—  
here's how it works in New Jersey:**



# “Tooling Up” for Action Research

**any program needs an organization—  
this article describes the basic  
process used by NJ-CPEA and others**

by WILLIAM H. WEST

ONE OF THE important aspects of the New Jersey CPEA is its use of the intervisitation team process to study school administration and its problems.

Each New Jersey team is made up of personnel from four different school districts. In addition to the four superintendents, there is at least one board member from each district, one other professional member, and a leader from the PTA or other lay group.

Board members and lay leaders were specifically included when pilot studies demonstrated that their understanding of the job of the administrator is increased through the discussion of administrative problems, their causes, and practices followed in solving or avoiding them.

Insofar as it was possible, the school districts grouped together on teams are similar in student enrollment, type of district (residential, agricultural, etc.), and ratio of assessed wealth per pupil and school expenditure per pupil. Further, districts were separated geographically so that there would not be too much familiarity with problems before starting the study conference.

A written *Guide*, prepared by the state coordinating committee after pilot studies, speeds team activity. It

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Mr. West is Superintendent of schools in Belvidere, New Jersey. He was coordinator of the 1951-52 New Jersey CPEA Project here described.

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contains a list of ten major problem areas with broad sub-headings to facilitate the classification and tabulation of problems. The booklet also gives tips on procedure and keeps teams from wandering astray by setting forth the objectives of the study. The project aims to:

1. Identify and define the major problems of school administration.
2. Determine their causes.
3. Uncover practices that have been found successful in solving the major problems.
4. Provide opportunity for a frank discussion of these problems by board members, lay leaders and staff members.
5. Establish a cooperating working relationship among all these groups.
6. Record, pool and disseminate the experiences of the various intervisitation teams.

Several days before a district is to be studied, the host administrator supplies members with a statement about his district, his background and the type of major problem he is facing for which no solution seems immediately available.

At team meetings a recorder makes note of the problem areas concerned in the discussion, briefly states specific problems, and then lists (1) causes of the problem as they come out in discussion (2) suggestions for solving or avoiding the problem and (3) brief descriptions of practices found to work in similar situations.

The article that follows presents some of the fruits of this approach through the process of rational inquiry.

## Results of the New Jersey Program

**the New Jersey intervisitation program  
identified some problems, uncovered some  
solutions; most change was in participants**

by WILLIAM M. SMITH  
and JOHN R. STINNER

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Mr. Smith, formerly superintendent of schools in Long Branch, New Jersey, was coordinator of the 1952-53 New Jersey CPEA Project. Mr. Stinner was Assistant Coordinator.

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WHAT have been the values of the intervisitation program in New Jersey? That is a question that will not be answered for some time: first, while there is evidence that the project has accelerated changes in educational organization and administration, these changes are necessarily slow; second, many of the values are intangibles that lie in the hearts and minds of the participants, in their increased understanding of the

powers of education, in their increased readiness to become driving forces for the continued improvement of education.

However, it is not too early to point to some specific achievements of the NJ-CPEA project:

We have in large measure attained Objective Number 1: Identify and define the major problems of school administration. The following problem areas have emerged in this order of frequency—

76	teacher personnel
66	community-school interrelations
57	educational program
57	management (plant, equipment, books etc.)
55	pupil personnel and activities
53	administrative and supervisory personnel
48	board of education
43	budget and finance
43	non-teaching and non-administrative personnel
7	professional activities

**We have made significant advances toward the solution of problems.**

It might be interesting to indicate the sort of data that was accumulated by giving detailed information about one specific problem—the general problem of improvement of instruction. You will remember that the rules of procedure call for (1) noting the causes of the problem (2) suggesting solutions (3) describing practices found helpful by others.

**Problem: Improvement of Instruction**

**Causes:** Administrative and clerical staffs are so limited in many districts—particularly smaller districts—that the superintendent must spend a large proportion of his time with details of plant expansion and maintenance, personnel problems, minor discipline problems, community contacts and so forth. Little time is left for visiting classrooms. In many districts the problem is intensified by the necessity to orient new teachers each year because of the rapid increase in school population, and the heavy turnover of teachers due to low salaries.

**Recommendations:** Boards of education need to study the problem with the superintendent, and make provision for employing an adequate staff. Depending upon the size of the district, this staff will include: non-teaching principals to whom certain supervisory responsibilities may be delegated; elementary school supervisors who will work with and through principals; general supervisors who will integrate the educational process throughout the school system; clerical workers who will relieve the superintendent and principals of many routine duties and give them time to work with the teaching staff and lay people in the development of a program of education which will meet the needs of the community.

**Reported Practices:**

1. Grade level discussion groups
2. Subject matter group meetings

3. Professional staff meetings held on school time to study problems recognized by the staff
4. Provision for workshops
5. Classroom visitations by supervisors at the request of the teacher
6. Visitation by teachers to the classrooms of other teachers in the building, in the system and in other systems
7. Informal get-togethers and dinners to discuss mutual problems
8. Preparation of such booklets as "A Teacher's Primer"; "Educational Excursions"; "An Inventory of Educational Opportunities In and About the Community" . . . etc.
9. Provision of in-service courses in conjunction with colleges and universities
10. Advisory committees of principals and teachers working with the superintendent

**Districts have exchanged ideas on solving specific problems.**

The following quotations from the evaluation reports testify to the specific values derived from the intervisitation program by the writers:

- ... from a superintendent, "Board has approved employment of a full-time non-teaching elementary school principal"
- ... from a teacher, "Received help in improving our salary guide."
- ... from a board member, "We too have developed a written policy covering non-instructional personnel."

**Strides have been made toward the improvement of working relationships.**

- ... from a board member, "It immensely increased my understanding of the responsibilities and duties of board members as well as the scope of the superintendent's responsibilities; it brought out the great importance of cooperation between boards and administration.
- ... from a new superintendent, ". . . these visits were very helpful. I learned existing theory and practice in this area and became acquainted with a group of very fine people."
- ... from a board member, " . . . opportunity to meet with educators as well as board members in other systems and learn how they handle various situations and problems was to me pleasant, enlightening and comforting."

**There has been increased understanding of educational administration by superintendents, teachers, board members and lay leaders.**

Intangible benefits were reflected in the statement of an elementary supervisor, "It was a stimulating and valuable experience. Learning of how other communities handled problems similar to ours certainly helped us to clarify our own. It also provided us with a better perspective and broader understanding of the problems discussed which surely will help us approach our own with renewed interest and enlightenment."

# Developing a Basic Concept of the Intermediate Superintendency

***The New York CPEA Study identified nine concepts of the functions and purposes of the "county" or "district" superintendency***

by FRANK W. CYR

THE NEW YORK STATE Study of the District Superintendency aims at developing a basic concept of the Intermediate Superintendency and its place in the administrative organization of the state school system. (Although the Intermediate Superintendency throughout the United States is usually called the county superintendency, it has nine other official titles in various states, including the title of District Superintendent in New York.)

The study capitalizes on the experience and best thinking of the 152 district superintendents throughout the state, assisted by the local district administrators, lay leaders, college representatives and state leaders with whom they work.

The first half of the study was devoted primarily to determining the functions of the office. The second half focused on the development of a concept of the office and development of an adequate structure to perform the functions effectively.

## ***How district superintendency relates to state, local offices.***

Following is a list of fundamental concepts of the intermediate office which have emerged from the study so far:

1. Its basic purpose is assisting the local districts and state departments, which have primary responsibility for current operation of the schools.
2. The intermediate superintendency must be anchored in three places: the local districts it serves, the intermediate superintendency itself and the state education department.

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Dr. Cyr is professor of education at Teachers College, Columbia University. He was director of the New York District Superintendency Study.

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3. The intermediate superintendent must know: how to recognize good education, so that he can guide toward improvement; the communities and people he serves; how to work through the community for improved education.
4. The basic concept of the administration structure of a state is that of a federation in which each of the three levels — local, intermediate and state — performs the functions for which it is best suited.
5. The tremendous changes in transportation, communication and in the ways people work and live together have changed the nature of local communities. They result in changes in the demands upon education and at the same time provide new ways in which education can be made available.
6. The broad functions of the intermediate office are: adaptation or helping schools grow; general supervision (acting as consultant); working for coordination among local districts and between these districts and the state education department; providing special shared services; administration procedures involving both decision-making and routine duties.
7. The intermediate office can provide leadership in bringing about improvements in education and provide special educational services such as guidance, curriculum development, assistance to teachers, audio-visual aids, circuit teachers and special education to the community school, suburban areas and smaller cities.

## ***Current "best practices" seen as basis of office of future.***

Although the stated goal is merely to develop a concept of the office of the future, the process of working together is building a sound foundation on which to direct present practice so that it will meet the changing situation and pave the way to sound future development.

For example, one operation was the visitation to superintendencies to uncover and record "best practices," now in operation. Conceivably it is the "best practices," some found only occasionally, which will provide the foundations on which the office of the future can be built.

# Superintendent's Problems Identified

**Pennsylvania's 1951-52 CPEA Study listed problem areas in order of importance; suggested best reactions**

by RAYMOND S. KOCH

**D**ISTRICT superintendents in Pennsylvania engaged in a stimulating research study during 1951-52. The purpose of the study was to determine the nature of the superintendent's job by analyzing the problems and practices of the district superintendent of schools, who in Pennsylvania is a local official.

The study did not attempt to determine all the problems faced by the superintendent of schools, nor did it attempt to determine all the practices they used in solving problems. It did have as its purpose to determine the *significant* problems, the problems which might be classified as dilemmas. These data also revealed many problems that might well be considered to have adequate practices, but are still causing concern to superintendents in some districts.

To secure the data on both problems and practices, the district superintendents of Pennsylvania were divided into intervisitation teams of three. Each team of three superintendents was supplemented by nine members—one principal or classroom teacher, one school board member and one lay citizen from each of the superintendencies represented on the team.

Each team had the opportunity of visiting each of the superintendencies it represented. This meant that each superintendent and his associates made two visits to other school districts; they were hosts, in turn, to the visiting members. Each team had a study staff member assigned from one of the cooperating universities as a recorder and counsellor.

## PROBLEM AREAS CONSIDERED:

### • School program (824\*)

The data reveal that all the superintendencies participating in the study have many concerns in providing an adequate school program. Providing an instructional program and educational services for boys and girls received more consideration than any other problem. The problem is emphasized in the reports in this manner: "It becomes increasingly difficult to provide the quality of instruction and educational services believed to be

\* Figures indicate number of times problem area was mentioned.

Mr. Koch is superintendent of schools in Hershey, Pennsylvania. He was director of the Pennsylvania District Superintendents' Study, 1951-52.

minimal because sources of revenue are apparently being tapped to the maximum."

### • Board of Education (525)

It is apparent that superintendents find it trying to advise boards on providing adequate school facilities, determining policies under which the superintendent will manage the school, and on developing the school district's financial organization.

Some of the main issues faced by superintendents in working with boards of education are: increasing political domination of boards; boards catering to vested interests; appointment of professional and non-professional personnel to positions without regard for capabilities or deservedness; and frequency with which boards are willing to expend dwindling financial resources of the district for trivialities, at the expense of the educational program.

One superintendent points up the problem of politics in education by declaring, "Constantly fighting adverse influences, board animosity, political boss threats, public complacency, threats to my reputation as an educator and to my security of life and position is unduly wearing on my body, mind and soul." It would appear from the data that such situations are more frequent than superintendents are willing to admit.

### • Public relations (461)

Apparently the one duty consuming more and more of the superintendent's time is that of "public relations." Many team participants pointed out that superintendents are fast becoming the public relations officers for their school districts. When one considers the importance placed on the curriculum's meeting the needs of the pupils and the community, it could well be said that the problem of public relations is now the number one problem of superintendents of schools.

### • School employees (431)

The professional staff, the custodial staff, the secretarial staff, the subsidiary staff members—each presents its share of problems to the superintendent. The functions of each group must be coordinated within the primary group and then with those of the other staff members.

### • Management (148)

Problems in management of property, equipment, supplies and text books are not as numerous as those in the preceding categories. The management of school property was mentioned most frequently, and the management of library facilities least often. Problems of proper management of equipment, supplies and texts centered in four main areas: requisitions, assignment,

storage and inventory. Probably the outstanding problem in this category is how to develop a plan whereby all persons concerned may participate in management.

#### ● **Subsidiary services (141)**

Special mention in this area was given to the provision of cafeteria service, health service, professional library service, office routines, recreation, and legal services. The many demands on the superintendent's time from out-of-school sources further complicate his job.

#### **CONCLUSIONS:**

##### **The job of the superintendent of schools is both extensive and intensive.**

He is usually the chief practitioner in educational leadership; he is usually the chief executive officer of the school board and in charge of the fiscal affairs of the school district. He usually directs the public relations of the district—apparently he will soon be spending most of his time working in this area.

##### **He has not been able to delegate responsibilities.**

Duties retained by the superintendent which he should be able to delegate include management functions and subsidiary school district services responsibilities. The data indicate the reason for this to be the fact that most districts lack competent personnel, other than professional personnel, who are in a position to manage these affairs.

##### **The superintendent's vital problems are increasing.**

Many new issues are constantly being added, but few are being removed from the superintendent's concern. As a result, the position is greatly overworked and few men holding the office can find much time for personal relaxation and recuperation.

It is evident that the position has grown to one of considerable proportion; it demands one or more assistants in order that the executive may spend more time thinking, creating, operating and evaluating.

##### **He must be freed from the pressures of frequent elections to office.**

The political tensions which accompany the elected office limit the superintendent's effectiveness as an educational leader. The tenure of the position deserves to be placed on the basis of competence and good behavior while in office. It is only on this basis that a superintendent is free to voice the needs of education.

##### **Lay people want to help.**

Lay people and many school board members have not been aware of the many situations which impede the superintendent's work. When properly informed, they are willing to help him solve his dilemma.

*For a complete account of the Pennsylvania District Superintendents' study in 1951-52, see "The Job of the District Superintendent of Schools in Pennsylvania" by Koch and Prestwood. Bureau of Publications, Teachers College, Columbia University, 1953.*

## **Community Relations is Top Problem**

**1952-53 Pennsylvania CPEA group showed how superintendents might tackle the problem found knottiest by 51-52 study**

by ROY J. HARING

THE PROBLEMS of school-community relations got top billing on the list of problems identified by the 1951-52 District Superintendent's study. Superintendents felt they needed more skill in gaining the cooperation of the community and marshaling its resources.

Therefore, Pennsylvania's 1952-53 CPEA program sought to answer the questions: How can school-community relations be improved? What is the superintendent's role in promoting better relations? Here are some of the conclusions of the study group.

#### **CONCLUSIONS:**

##### **The superintendent's big job is to**

Dr. Haring was director of the Pennsylvania District Superintendents' Study, 1952-53.

##### **help his staff inform and involve the community.**

The eighteen teams agreed unanimously that most problems arise because of a lack of understanding; that the key to school-community problems lies in more effective two-way communication and school-community interaction.

Where the people have been informed and involved, there has been active interest in and support of the school's program. Methods used include parent-teacher conferences, school newsletters, report card stuffers, brochures, use of lay persons and trips to supplement class work, and good newspaper and radio coverage of all phases of school endeavor.

##### **Superintendents need to find means of sampling citizens' opinions.**

Much of the school's ineffectiveness is due, it is felt, to lack of understanding, cooperation, and consequent

unity of purpose among home, school and community.

Many districts had demonstrated success in the use of polls and questionnaires to measure public understanding of and opinion on various educational problems. Further, such instruments stimulate lay thinking and serve to identify areas of disagreement and misunderstanding.

Other districts found the following devices helpful in assessing public understanding: informal discussions with community leaders; follow-up of graduates and drop-outs; Business-Industry-Education Days; Career Conferences; and staff contacts with organized groups in the community. Parent-Teacher Associations were frequently found valuable both in appraising and extending the public's vision.

Since organized groups present one available medium for reaching large numbers of people, it was suggested that superintendents should arrange to have community organizations devote at least one meeting per year to discussions of public education.

#### ***The superintendent should further public understanding of the school board.***

The study revealed that while school-community relations were influenced in large measure by the board's competency and the degree to which the public was informed of the board's actions, in general there is too little contact between Pennsylvania boards and laymen.

It was found that unless acute problems are involved, lay persons do not attend board meetings; yet this non-attendance constitutes tacit agreement. Surprisingly large numbers of people do not know that board meetings are open to the public.

Where lay persons or representatives of groups attend board meetings, the results have been uniformly good. It was suggested that boards occasionally hold special meetings on issues of particular public interest. The values of public attendance more than compensate for the minor administrative problems of orienting and assimilating a larger audience.

The superintendent should help create an atmosphere of understanding and appreciation by pupils, teachers and public concerning the board's duties and responsibilities.

ities, and help discover ways they can be of assistance to the board.

#### ***The superintendent should present to the board the merits of lay assistance.***

While lay advisory committees were considered very helpful by nearly all teams, they exist in comparatively few Pennsylvania districts. Most groups favored the short-term committee with clearly defined objectives and duties, assigned to work on a specific problem.

In two districts permanent lay committees were functioning well, accomplishing much good. Superintendents who were using advisory committees were convinced that they would not attempt to get along without them again.

Where lay citizens committees are truly representative of the community and have a respected role in policy-making, the local schools cannot be attacked without attacking the whole community. And, it might be added, the security of the superintendent is immeasurably enhanced when there is wide lay participation in educational planning.

#### **COMMENTS:**

The development of more effective ways of working with the public remains a constant challenge for administrators. Many participants felt that people are generally willing to pay increased costs of education and, when well informed, sometimes demand a higher level of financial effort than the administration has the courage to request.

No longer can the administrator confine his activity to the school site. Most teams advocated hiring assistants for the superintendent sufficient to relieve him of managerial detail, so that he can devote more time to helping school and community work together effectively for their mutual well-being.

*For a complete account of the Pennsylvania District Superintendent's study in 1952-53, see "The Role of the Superintendent in the Inter-relations of School and Community" by Roy J. Haring, Bureau of Publications, Teachers College, Columbia University, 1953.*

## **Ten Ways Superintendents Use Human Resources**

***This CPEA-Teachers College project found that most new and successful administrative practices are concerned with ways of working with people***

by LEON OVSIEW

Dr. Ovsiew is intern professor of education at the University of Pennsylvania.

**I**N 1951-52 some eighty educators, board members and lay persons (nearly all representing communities of the Metropolitan School Study Council) met to identify, select and describe novel and effective practices in school administration. The project was sponsored by CPEA-MAR and the Institute of Administrative Research of Teachers College, Columbia University.

Those familiar with modern school administration

will not be surprised to learn that most of the practices selected as new and successful were concerned with ways of working with people. There are several reasons why administrators should be interested in inventing better ways of working with people: schools tend to be better when an increased understanding of the value of education is developed in the community and among staff and students; the administrator is aware of the schools' responsibility to improve community living; and newer understandings of what and how children need to learn have created new problems and are compelling a *cooperative* search for solutions.

Fundamental to these immediate drives is the drive of a democratic society to apply its philosophy in daily living. Public institutions which are mandated by law rather than formed by voluntary association sometimes become insensitive to the fact that all institutions derive their strength from the labor and support of people. Although education in America is traditionally the public enterprise closest to the control of citizens, schools nonetheless need to encourage all the support they can get.

Mere sensitivity to the essential values of democratic living and to the potential in human resources is not enough, basic though it is. The school administrator must provide the organizational machinery through which people can best work together.

There follow ten ways by which superintendents have multiplied their own effectiveness and raised the quality of their schools through sharing deliberations and decisions. They are proof that school administrators are, increasingly, learning how to use the power of people in their schools. They are evidence, too, that leadership is as much a matter of practice as it is of personality.

### SCHOOL STAFF RESOURCES:

The human resources most readily available to any superintendent are those of the school staff. Teachers have a professional interest in the quality of schools and by training and experience have the competence to help schools improve.

A recent article in *Fortune* (April, 1953) by Harry Mon Maurer titled "Management by Committee" states the rationale for the use of committees in business: "Nor can it (a large corporation) flourish with a system of one-man rule. Dictatorship and dissension alike rob a large company of the basic element of any business decision—experience. Only a group of men can encompass the experience—and judgement—of a company complex in organization, gigantic in size. Hence committees." The fact would seem to apply to school systems, regardless, perhaps, of size.

1. A number of superintendents now consult regularly on matters of school policy with a *professional advisory committee*. Usually, the committee is created on the basis of a board resolution which defines its scope and powers. The election of committee members is often arranged with the cooperation of the local teachers' association.

The function of the committee is so defined that its deliberations include any matters which affect the education of children. It does not function as a "grievance" committee, nor does it administer any plan or activity which it may suggest and have accepted by the superintendent and the board. It is quite simply a staff com-

mittee whose counsel on matters of school policy is invited and valued, for the good of the system.

2. Other superintendents have varied the method of staff representation in policy deliberation by setting up a *staff advisory committee in each school*. These faculty committees work closely with building principals, but by meeting as a group (or a group of representatives) they also serve as staff resources for the superintendent and the board.

The precise range of functions of such staff advisory groups varies, of course, in different systems. But the quality which differentiates these committees is that they are invited to consider and to make recommendations on matters of comprehensive school policy.

3. *Faculty advisory groups have many specialized uses* as well. The inclusion of teachers in cooperative curriculum planning, for example, is widely used and well-regarded. Recently, a number of superintendents have had excellent aid from teachers in school building planning, a function often reserved solely for architects and superintendents. Typically, such teacher building advisory committees prepare a manual of suggestions for use of the architect, presenting their pooled understanding of the new school based on children's needs.

4. One of the most important administrative functions is selecting new staff personnel. Many systems have well-developed techniques for *including teachers in the selection (and recruiting) process*. Some school systems have gone further by asking staff members to help choose new principals.

It is, of course, still the superintendent's responsibility to recommend the candidate to the board; a staff committee helps him make a better choice. The committee does so by meeting informally for discussion with applicants and, as subcommittees, visiting applicants at their professional duties. Each committee member is thus able to submit to the superintendent his own recommendations concerning applicants.

5. Many smaller school systems which cannot afford a large administrative staff nevertheless still have substantially the same variety of administrative needs. Even small schools have to provide transportation, supervise maintenance and custodial work, make attendance reports, coordinate the work of certain curriculum areas, direct adult education classes, etc.

Why not *appoint teachers on the basis of their interests, aptitudes and training to do those special administrative jobs* on a part-time or extra-pay basis?

### COMMUNITY RESOURCES:

Administrators have more than their staffs in the way of human resources. The people who live in the community like to help their schools. Administrators with an eye toward building public understanding of education make it possible for them to help.

6. Some communities maintain a *permanent community-wide group to study the school's budgetary, administrative and instructional problems*. Members are appointed by the board. The group is large enough so that special problems are studied by sub-committees. A staff member and a student are members of each sub-committee.

It is understood that recommendations will be published for the board, the superintendent, the staff and

the community. No opinions on a question are expressed until the group has studied the question.

Some communities prefer to form special citizen study groups to advise with the board and the superintendent on special problems. Other communities prefer to broaden the representation of their PTA organization to include citizens generally and to encourage this group to study school problems.

7. On the theory that every school system ought to give itself the benefit of suggestions from its patrons, some schools have used the *unmet needs conference*. The unmet needs conference is not a grievance session; it is an opportunity for citizens to identify problems and shortcomings and to suggest solutions and remedies. It is, also, a vehicle for expressing the community's hopes for its schools.

#### CITIZEN-STAFF COOPERATION:

All of a school system's efforts to profit from the talents and experience of people can be directed with tremendous effect to the creation of a community budget for education. As the fiscal statement of the community's aspirations and policies for education, the budget is surely the one instrument which translates deliberations, decisions and planning into action.

8. One community organizes *community budget-making* as follows:

. . . In the fall, the staff advisory committee and the principal in each school evaluate individual expenditure requests from teachers, the student organizations and the principal. They forward their school's request to the superintendent.

. . . During the Christmas recess the superintendent compiles these data, adds central office requests, computes anticipated revenues and strikes a tentative local tax rate.

. . . At the first of the year, the superintendent presents this budget to the board and to a special subcommittee of citizens formed from the representatives of the civic organizations in the community. The board and the committee analyze the budget, line by line, and make suggestions for revision, if they wish.

. . . The budget is now presented to a meeting of the community's school study group, an organization of citizens and staff. Further suggestions are received from this group.

. . . The superintendent, the board and the committee

of civic organization representatives prepare the final budget in a series of open meetings.

. . . The final budget is further interpreted to each civic organization by its budget representative.

. . . An explanatory budget brochure is mailed to every citizen.

. . . An annual district meeting considers the budget.

#### PROFESSIONAL RESOURCES:

Sometimes the best way for the superintendent to help the local school system is to get out into the outside world, with other people interested in finding answers to similar problems. Of course, superintendents do get out to conventions and educational meetings. But two specialized ways of getting together with like-minded people have been having excellent results, not only for superintendents, but for board members and teachers.

9. The *school study council* is really an organization for encouraging cooperation among similar school systems. Together, administrators and teachers search systematically for better practices. By pooling money and ideas for research, planning and publications, study councils extend individual horizons and help school systems to get ahead faster than they could alone.

10. A number of projects, largely supported by the CPEA, have lately utilized an *intervisitation process* to help superintendents and board members to share their ideas and practices. The intervisitation process regularizes and structures the mutual exploration of common interests so that the fruit of "talking shop" can be gathered in usable form.

These ten examples of how alert superintendents are sharing deliberations and decisions do not make a rule. But they are samples of many practices\* which do indicate a trend. In the best sense these are examples of democratic administration. These are good practices because, typically, they get good results, better results than superintendents get alone.

A superintendent needs to know a great deal and to be able to do a great deal, but he is lost without the capacity to help others to contribute their best, too, to the common enterprise.

\* For a complete description of 97 best practices emerging from the Metropolitan School Study Council-Cooperative Program in Educational Administration joint study, see Ovseiv, Leon, *Emerging Practices in School Administration*, Bureau of Publications, Teachers College, Columbia University, New York, 1953.

## Job Studies Influence Grad School Programs

Departments of Educational Administration are active in CPEA research; they measure their programs against its results and adjust accordingly

By RICHARD WYNN

Dr. Wynn is a CPEA Associate and assistant professor of education at Teachers College, Columbia University.

THE preceding articles have set forth the emerging challenges of school administration. Are departments of educational administration in graduate schools of education adjusting their programs so as to train

future school administrators to meet their new challenges? Are these schools prepared to render *continuing* service to administrators?

Through the stimulation of the CPEA, there has been a renaissance in the departments of administration of the graduate schools of education in the Middle Atlantic Region. All of the participating universities report extension and enrichment of their programs, based upon results of CPEA inquiry into school administration. While the remaining years of the project may witness more development, as studies of the job are translated into curricular changes, nevertheless, it is possible to predict the character of these new curricula on the basis of adaptations presently emerging.

### **INTER-UNIVERSITY COOPERATION:**

The sixteen universities offering post-Masters study in school administration in the Middle Atlantic Region have formed the Council of Associated Colleges. One of the commonly recognized phenomena of the CPEA-MAR has been the degree to which these institutions have become truly cooperative partners in a common cause. Deans, professors, and graduate students of these universities meet periodically to:

- ... design CPEA researches that will throw light upon common problems,
- ... share information and practices that have promise in the solution of problems,
- ... evaluate progress and redirect individual and cooperative endeavors.

#### **Universities analyze one another's programs, exchange interns**

With the advent of CPEA, intervisitation by professors of educational administration was begun. Professors from other cooperating institutions were invited to make critical analyses of pre-service and in-service programs, to identify their strengths and weaknesses, to suggest possible solutions to problems, and to identify promising practices for use in their own universities.

This interaction has accelerated worthwhile change. The rapid growth of the internship program in administration is a case in point. At the beginning of the project, three universities in the region were operating such programs. Now there are nine. It is not uncommon for institutions to exchange students within the internship program and to share responsibilities in the supervision of interns.

#### **Check own programs against field needs, revise to meet demands**

In addition to this cooperative approach toward program improvement, there is vigorous activity within the universities in evaluating and redirecting their own programs. New York University conducted depth interviews with 20 superintendents to obtain a better understanding of the present-day demands of the job and to adjust their college program to meet these demands more effectively. Duke University, West Virginia University, and the University of Virginia surveyed alumni and students to determine the effectiveness of their prepara-

tion programs and to revise and extend their programs to cover unmet needs.

The University of Pittsburgh has just completed a systematic appraisal of its program. An analysis of the literature was made to establish and validate competencies demanded by the job. An instrument was developed by which alumni of the department could appraise the degree to which each competency had been met. Adaptations are now underway to improve the program on the basis of this study.

Teachers College has substantially reconstructed its entire program of educational administration on the basis of CPEA inquiries into the dimensions of the job and careful surveys of student and alumni opinions of the program. This new program was built cooperatively by the staff of the department. It is interesting to note that the original design of this project was cast, not by a professor, but by a superintendent of schools in a large eastern city. The new program has been reviewed by practicing administrators, students and professors of administration from other institutions.

### **DEVELOPING COMPETENCIES:**

The preceding reports have emphasized three major areas of competence required of the modern superintendent: (1) understanding of a good educational program, (2) knowledge of the community and its people, and (3) understanding of how one works with the people of a community to develop a good educational program. What are departments of educational administration doing to develop such competencies for administrators in-training and in-service?

#### **Students see modern educational program by interning in community**

Universities within the Middle Atlantic Region are systematically enabling students to observe and participate in the operation of outstanding schools. Such field experiences range from simple observation of meetings of teachers, school boards, and community groups by beginning students to intensive internships which include full time involvement and real administrative responsibility in outstanding schools by advanced students. Participation in field studies, school study council work, CPEA research, doctoral projects, and many other types of endeavor also enable student administrators to observe and participate in good educational programs.

This permits the student to see modern educational programs; how they are adapted to the community; how the community helps to formulate them, and the role of the administrator and his staff in the whole school-community enterprise. It also brings to the school system, through the student administrator and his professor, the resources of the university. Moreover, it helps the university to keep in touch with the field.

#### **Strong background of general knowledge needed to understand community**

What are universities doing to extend understanding of the community—local, state, national and international?

Today's universities seek to give the school adminis-

the social, economic, psychological, and philosophical foundations of education. Many other approaches are underway.

An array of specialists—psychologists, sociologists, public administrators, economists, industrial engineers, personnel specialists, psychometricians, and others—have collaborated in CPEA research to bring the resources of their disciplines to bear on the problems of school administrators. In many cases, they have helped to adapt their content to the school administration curriculum.

Sometimes, as at the University of Pittsburgh, they serve as a panel on interdisciplinary seminars on problems of school administration. Sometimes, as at Syracuse University and the University of West Virginia, they collaborate with professors of administration in conducting workshops and seminars for practicing school administrators.

Sometimes they are part of a team on an educational survey or an institutional evaluation. Frequently, they are consultants in regional meetings of the representatives of affiliated colleges. The curricula of departments of administration are being enriched by the knowledge and skills of many disciplines. Tomorrow's school administrator promises to be more of a generalist, with wider skill in applying the accumulated knowledge from many fields of learning.

#### ***Human relations skills gained in seminars, community work***

The successful school administrator can no longer practice the profession entirely within the walls of the school. He must be a social engineer, a coordinator of all of the educational forces of the community. Clearly this calls for skills in human relations.

Here again there is evidence that graduate schools of education are meeting the challenge. Training in human relations is becoming more extensive and more functional. Temple University is conducting a seminar in group dynamics for administrators on the job. The University of Virginia, working through its regional councils of administrators, has identified the sociopsychological needs of teachers and, with the help of administrators, translated these needs in terms of a humanistic approach to staff personnel administration.

Syracuse University has initiated a seminar in human relations. Many administrators in that area find this experience so helpful that they regularly drive 90 miles to participate in the meetings. Teachers College has designed several seminars in its new curriculum so as to give students laboratory training in human relations skills. New York University has experimented with the development of group processes in large classes.

The public school has taken its classes into the community and brought the community into the school; so has the graduate program for training administrators. The Lewis County, N. Y. project is a famed demonstration of this approach.

Here five graduate schools of education—Syracuse, Buffalo, Cornell, N. Y. U., and Teachers College—teamed up with a forward-looking intermediate superintendent and his staff to discover new ways of promoting special cooperative services. A unique combination of administrative and guidance techniques has resulted not only in the direct product, a better education program, but

also in an important by-product, the in-service development of the participants.

In addition, one of the communities in the county, Lyons Falls, has developed a program in which the schools and community have initiated cooperative action for the mutual improvement of both. This laboratory community has been described by the CPEA and *THE SCHOOL EXECUTIVE* so that administrators and lay persons might examine its successes and gain understanding and skill in achieving the same ends in their own communities.

This case study of laboratory communities foretells a promising development in taking graduate training in administration into the field. It provides lively experience for student administrators, furthering their understanding of community schools.

Graduate students in administration sometimes spend more resident time within the public schools and the communities they serve than in the halls of the university. The course content in the colleges is becoming more realistic, more functional, more problem-centered and less theoretical.

#### **IN-SERVICE TRAINING:**

Not many years ago, departments of educational administration concerned themselves almost exclusively with the training of beginning administrators. Meanwhile, CPEA research has demonstrated that the annual rate of replacement in the superintendency is less than 7%. This pointed up the challenge of rendering help and growth to the 93% of veteran administrators in the field. Departments of administration now aim primarily toward developing and serving the administrator on the job.

#### ***Administrators do action research on own problems***

This implies far more than courses. Frequently, his continued professional development results from his own participation in cooperative action studies of the problems of his profession. The Pennsylvania, New York and New Jersey studies cited earlier are good illustrations. In each case the resources of professional schools are devoted to the study. The New Jersey Study, for example, was under the advisement of Rutgers University.

In addition to these, there have been CPEA-sponsored studies of the supervising principalship in Pennsylvania; the high school principalship in West Virginia, New York and Pennsylvania conducted by West Virginia University, Cornell and Lehigh; the elementary principalship, conducted by Teachers College; and the county superintendency studies conducted by Pennsylvania State College and the University of West Virginia.

#### ***Conferences, seminars, workshops for regional groups***

Continued professional development has been effectively fostered through regional seminars, conferences, and workshops for superintendents and other administrators conducted by all sixteen participating universities, many of them under the stimulation of CPEA. An example is the Capital Area School Development Association, originally financed by CPEA but now maintained

by the Albany State College for Teachers. This Association conducts cooperative research studies, holds monthly workshops for area administrators, provides consultative and advisory services.

#### **University research and consultant facilities aid study groups**

The rapid growth in recent years of university affiliated school study councils offers another demonstration of the need and opportunity for field services. Here the research facilities and consultant services of a great university are added to the pooled resources of local school districts. Insights and ideas are shared and good practices adapted and accelerated. While several participating colleges had study councils in operation before 1950, the CPEA has been helpful in establishing additional councils at the Universities of Delaware, Maryland, and George Washington.

School surveys, school board institutes, and other field services of the university provide training grounds, not only for new administrators, but for practicing administrators, their staffs, and lay citizens. The School Service Bureau of the University of Pennsylvania, with its wide range of service to the field, is a good example.

#### **CONCLUSION:**

Thus, when a Department of Administration in one of the cooperating universities charted its operational analysis in 1953, it was evident that it was rendering service not only to student administrators, but to practicing administrators, school systems, teachers, professors of education, school boards, school-community groups, state departments of education, professional organizations, other colleges and universities, and lay groups. It was equally evident that the resources of the modern department of educational administration must encompass far more than the traditional courses if it is to meet the challenge of university leadership in advancing the profession of educational administration.

While many problems remain, it may well be that the greatest contribution of the Kellogg project in the Middle Atlantic Region will be found in the renaissance of vigor and vision in the professional schools of education. The better utilization of existing resources, the scientific appraisal and creation of needed resources, and the resultant release of new power and vision in educational leadership may well be the great landmark in educational administration in the twentieth century.

### ***about action research . . .***

The CPEA studies you have just read frequently refer to *action research*. What is action research? The editors hope the following excerpts from Stephen M. Corey's recent book, "Action Research To Improve School Practices"\*\* will supply some of the answers.

- *Action research in education is research undertaken by practitioners in order that they may improve their practices. The people who actually teach children, supervise teachers, or administer school systems attempt to solve their practical problems by using the methods of science . . . They themselves try out new and seemingly more promising ways of teaching or supervising or administering, and they study the consequences.*
- *If experiments are being conducted in a particular school to develop a better program of general education, these experiments must take into account the ideas and experiences and expectations of pupils, teachers, administrators and parents and other lay people . . . Unless the research undertaken to guide decisions and evaluate actions is cooperative many important factors that have a bearing on the success of the general education program may be overlooked. Even more important, the research findings may never result in action.*
- *Learning that changes behavior substantially is not likely to result when a person himself tries to improve a situation that makes a difference to him . . . In the course of his inquiry, which involves the testing of hypotheses in action, he will actually practice the changed behavior that he has decided is more promising. He does not read about these practices, he engages in them. And he learns what he does.*
- *Action research is undertaken in the heat of combat.*

\*COREY, STEPHEN M. *Action Research To Improve School Practices*. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 161 p.

### New York State Board of Regents Bans Communists from Public School Positions; Local School Boards to Hold Hearings

ALBANY, N. Y.—Communist party members are now ineligible for any job in the New York State public school system as a result of action taken September 24 by the New York State Board of Regents.

By listing both the state and national Communist parties as subversive, the Board of Regents automatically barred members from holding any position in the state's public school system. They gave individuals connected with either organization a ten-day period of grace "to sever their relationship after its (the Communist party's) true nature has been exposed."

The decision was based on hearings conducted over six months by a three-member committee of the Board of Regents. The committee came to the conclusion that the Communist party upholds the overthrow of our democratic form of government "by force and violence."

The action was born out of passage of the Feinberg Law by the State Legislature in 1949, which said that membership in any subversive organization was *prima facie* evidence of disqualification for employment in the New York public schools. It further required the Board of Regents to list such subversive organizations.

This the Board of Regents undertook to do, giving each accused group an opportunity to defend itself. The three-man committee which ruled the Communist party was a subversive organization stressed in their report that "the Feinberg Law is not a license for witch hunting, for finding of guilt by association, for thought control, for impairment of academic freedom nor for any infringement of constitutional rights."

They upheld the individual's right to advocate changing the American form of government to communism as "part of the American heritage of

free speech." The issue before the committee was to decide whether or not the Communists advocated such change through "force, violence or any unlawful means."

After reviewing the hearings and studying the evidence presented, the committee concluded that "force and violence are a *sine qua non* of the Communist faith."

How all this will affect the local New York school administrator was explained by the Board of Regents. Each local board of education will present charges and conduct hearings for any employee whom they have reason to believe is currently or has previously been a member of the Communist party. Previous membership is considered presumptive evidence of continued membership, according to Dr. Charles A. Brind, Jr., general counsel for the Board of

Regents. This evidence, he said, must be rebutted by the person accused.

After the hearings, the local school board will make a decision. If this is adverse to the teacher, the teacher may either appeal to the State Education Commissioner, whose decision will be final, or take an appeal through the courts. A reversal of the decision in the courts could, however, be appealed by the local board.

A spokesman for the Communist party said that an appeal against the Regents' decision barring Communists from employment in the public schools would be taken to the courts. However, the Supreme Court upheld the constitutionality of the Feinberg Law on March 3, 1952. The committee declared that since this law and the Education Department rules implementing it guarantee "a fair day in court" to any person accused, "it



A truck and a tractor came to school in Phoenix, Arizona. Junior high students heard a talk by a trucking agent, inspected equipment, and saw a documentary film to learn about the motor transport industry and its effect on their lives.

therefore seems quite clear that no constitutional rights are being in any way infringed under this law and procedure."

## Council Asks Re-evaluation of Michigan State Aid

DETROIT—The current system by which state aid is distributed to Michigan schools was recently termed "ridiculous" by the Citizens Research Council here.

A study of state education funds and where they were spent during the past two years led the Council to the conclusion that present methods for distributing these funds to school districts encourage the continued existence of too-small school districts, lead to waste of state funds, and allow many local districts to shirk their responsibility for financing the education of their children.

The Council calls for a re-evaluation of Michigan's school aid program, and quotes a Michigan grandfather as saying, "Now Michigan is in the upper bracket of money spent per capita on education, yet we are floundering around and maintaining our ancient school system." The Council agrees.

## Hunt to Address Vocational Association

CHICAGO—Returning here after an interval of eighteen years, the 47th annual convention of the American Vocational Association scheduled for November 23 to 27 is expected to be the largest ever from the standpoint of attendance.

The program will be highlighted by an address by Dr. Herold C. Hunt on "The Relationship of General and Vocational Education." Dr. Hunt was formerly superintendent of schools here, and is now teaching in the Harvard University Graduate School of Education.

In the entertainment line, a special program for Thanksgiving Day will culminate in a Harvest Home party in the evening.

Tours have been arranged to elementary, high, and vocational schools and to trade, industrial and business firms. The exhibits section is expected to surpass any previous one.



This is the cover photograph from the booklet, "The New School Plan for Bedford-Pound Ridge-Mt. Kisco," prepared to give citizens necessary facts for voting. Three years were spent in gathering data.

## Seven Crowded School Districts Plan Centralization, Publish Outstanding Booklet to Present Case to Public

MOUNT KISCO, N. Y.—Three years of work on local school problems by citizens committees in seven districts in this area led to the conclusion that "the best course is to join together."

Toward this end the Northern Westchester Joint Fact Finding Committee developed, and the boards ratified, plans for a central school district with a new junior-senior high school to be built immediately to serve the whole area. Other recommendations covered the curriculum for the secondary school, a proposed site, details for electing the central school board and an estimate of how much all this would cost the taxpayers.

This information, together with a comparison of tax rates and quality of education which can be offered under centralization or retention of the seven separate school districts, has been published for distribution to all parents and taxpayers, in an attractive booklet, "The New School

Plan for Bedford-Pound Ridge-Mt. Kisco".

The booklet carefully outlines what each district must do, either separately or jointly. It explains the procedure for gathering data and the reasons behind the decision that centralization was the best solution to their educational problems in terms of space, teachers, curriculum, student guidance and community activities. It also defines eligible voters and explains to citizens how, when and where they can obtain additional information and voice their opinions.

At press time for this issue of *THE SCHOOL EXECUTIVE* six of the seven districts had completed their petitioning of the State Education Department to layout the new central district. The results indicate overwhelming acceptance of "The New School Plan" with over 2900 signatures obtained from some 4500 eligible school voters.

## Newport, R. I., to Build Campus Style High School

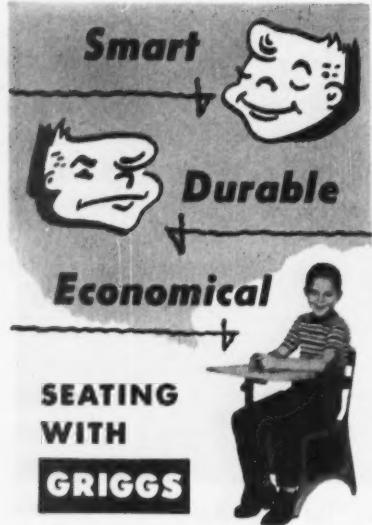
NEWPORT, R. I.—Plans for what will probably be the first campus style high school in New England are now being drawn up by the New York architectural firm of Kelly and Gruzen.

The \$2,200,000 project will include eight separate buildings on one site connected by covered walks. Planned for 1,000 students, the high

school will offer both academic and vocational training.

The purpose of the separate buildings, according to Dr. Samuel Adelson, chairman of the Newport High School Commission, is to achieve the greatest flexibility in all school departments for handling immediate as well as anticipated educational needs. Possibilities for future expansion are

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classroom seating.

unlimited. This plan also takes into account the fact that different educational departments require different forms of architectural treatment.

Arts and crafts classrooms, music rooms and the cafeteria will be adjacent to the auditorium to form a community-use group. Construction of the school is scheduled to start in the spring.

### George K. Smith Heads Higher Education Assoc.

WASHINGTON, D. C.—George Kerry Smith, formerly director of the Reports and Publications Division of the U. S. Office of Education, assumed the duties of executive secretary of the Association for Higher Education, NEA, on October 26.

The AHE, a professional organization of 18,000 faculty members and administrators in colleges and universities, has helped shape national policies on the education of veterans and military manpower issues in recent years.

Smith is currently serving as president of the Educational Press Association of America. He was formerly chairman of the Higher Education Group, an informal Washington organization of leaders in higher education.

As part of his new job, Smith will direct the National Conference on Higher Education, the largest annual gathering of college and university representatives in the country.

### Australian Designs New Multi-Purpose Classroom

WASHINGTON, D. C.—An Australian designed, multi-purpose schoolroom will be incorporated in a 26-classroom school building being erected in Washington, D. C.

Designed by Denis O'Brien, headmaster of the Collary-Narrabeen School, New South Wales, Australia, the classroom measures 30 by 40 feet and is broken up into sections separated by polarized glass. These sections comprise a main classroom flanked on either side with library, nature study and arts and crafts rooms.



Denis O'Brien

Glass was selected because it allows the teacher to supervise students working in the smaller rooms, but it prevents noise from one room penetrating to another. The partitions can be folded back to transform the space into a theater or discussion room for larger groups.

By extending the room to 40 by 40 feet and incorporating washrooms and a teacher's office, the design can be used effectively for a one-room school.

### Group to Study Quality of Public Education

NEW YORK—The first national study of the quality of education provided by public schools was recently undertaken by the Associated Public School Systems.

An affiliate of the Institute of Administrative Research of Teachers College, Columbia University, the APSS was founded in 1948 to stimulate school improvement by pooling and sharing good school practices.

Most national surveys of education have been quantitative, dealing primarily with school costs, enrollment trends and the teacher shortage, said Professor Paul R. Mort of Teachers College and APSS general secretary.

The APSS study will first measure the basic education in the association's school systems. Such factors as parent conferences; public participation in making school budgets; courses in safety, music and art; and



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BUILDING INFORMATION

Fenestra Awning-Type Windows in Clemson College (Chemistry Building), Clemson, S. C.

Architect: Hopkins, Baker & Gill, Florence, S. C.

Contractor: Industrial Builders Inc., Anderson, S. C.

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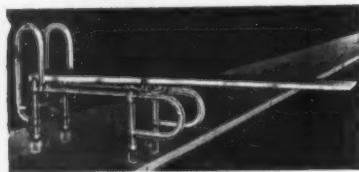
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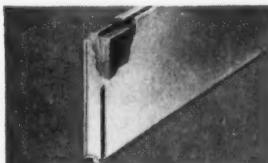
This new kind of an acoustical ceiling is practically indestructible. You can wash it or paint it without hurting its acoustical efficiency. It is non-combustible. It is there, good looking and efficient, for the life of your building.

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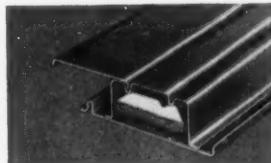
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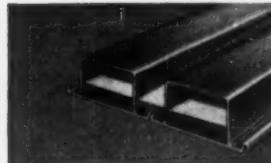
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**SPOTLIGHT**

architect, Charles M. Valentine. He had started the plans when the bond issue was proposed. A rigid construction schedule was set up, and the building was completed in 40 days.

The one-story, ten-room Nokomis Elementary School was ready for classes on September 15. It was built for \$140,000.

Architect Valentine planned the school so that the interior walls are formed by cabinets, closets and shelves bolted to the ceiling trusses and floor. This will provide for expansion of the school or reconversion to an office building or garage if it should become obsolete.

**Housing, Population Relate to N.Y.C. School Problem**

**NEW YORK**—A growing amount of substandard housing coupled with rapid redistribution of population are greatly complicating the efforts of New York City school administrators to provide adequate schools for this city's thousands of school-age children.

In spite of the fact that statistics say the city has some 14,000 more classroom seats than pupils, one in sixteen elementary public school pupils do not get a full day's schooling and almost half of them must attend classes outside the regular nine to three school hours. The children simply aren't where the schools are.

The city's population is changing rapidly. Some 75,000 move to the suburbs each year, and the amount of substandard housing is rapidly increasing. As the lower income groups arrive, the birth rate zooms. In ten years, between 1940 and 1950, the population under five years of age increased 53.5 percent, while the total population increased only 5.9 percent.

The school situation is held largely responsible for the exodus to the suburbs. School sites, buildings and equipment are valued at the astronomical figure of \$748,404,496, and the board of education has mapped a \$500,000,000 expansion program for the coming six years. But Diedrich F. Lehnert, superintendent of plant operation and maintenance,

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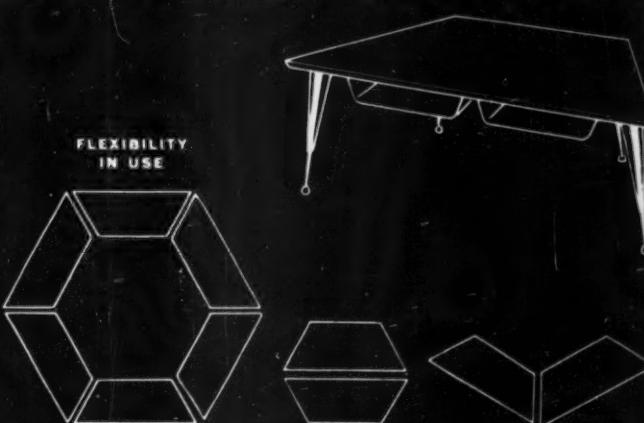
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## SPOTLIGHT

says his department needs \$15,000 to \$20,000,000 yearly for minimum repairs, and there is such a large backlog of repairs to be made that this amount only takes care of emergency matters. Changes to conform to revised building code regulations must be postponed.

School district boundaries have been changed in an effort to equalize enrollments. Some schools are operating at over 200 percent capacity while others have only 30 percent of the students they could house. About 38,000 elementary public school students ride free school buses five miles to and from school, but school officials doubt that parents will approve of district changes which force children to travel farther. Planning and building new schoolhouses by the dozen, keeping the city's 759 existing buildings in good repair, keeping track of population shifts and drawing up long-range plans for the future are part of the Herculean task faced by school administrators here who are trying to bring New York's schools up to par and keep them there.

## U. of Bridgeport Revamps Music Education Course

BRIDGEPORT, CONN. — A major in music education is being offered this semester for the first time at the University of Bridgeport.

The curriculum is one of the first in the country to be established under new regulations adopted by the Music Educators National Conference last spring. The program, leading to a Bachelor of Science degree in music education, automatically makes graduates eligible to receive a certificate to teach vocal and instrumental music in the public school on the elementary, secondary and college level.

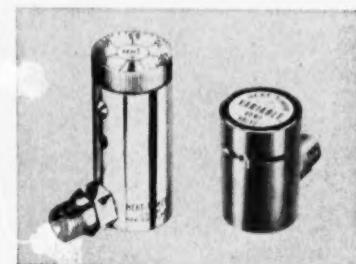
## Education Consultant Group Organized

MERIDIAN, MISS.—A private organization to assist in school and community planning in the South was recently announced by H. M. Ivy, president of the Board of Trustees,

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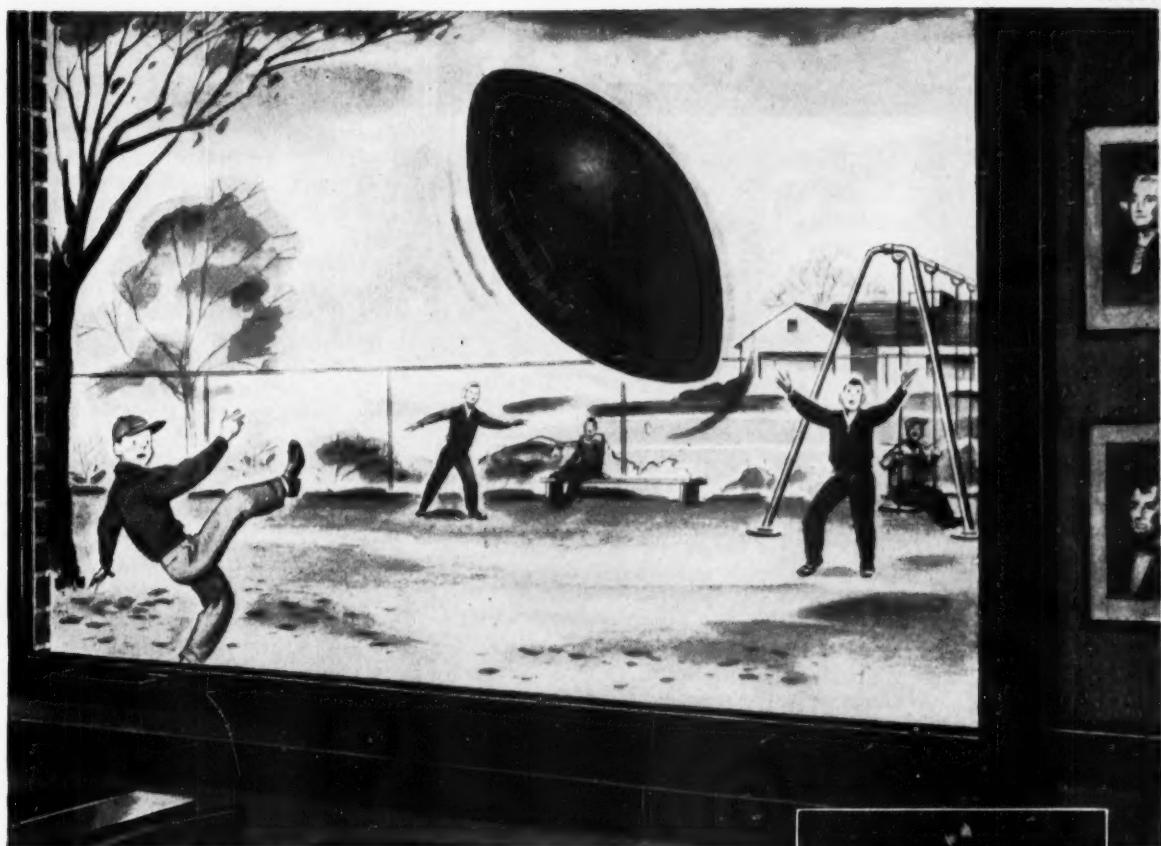
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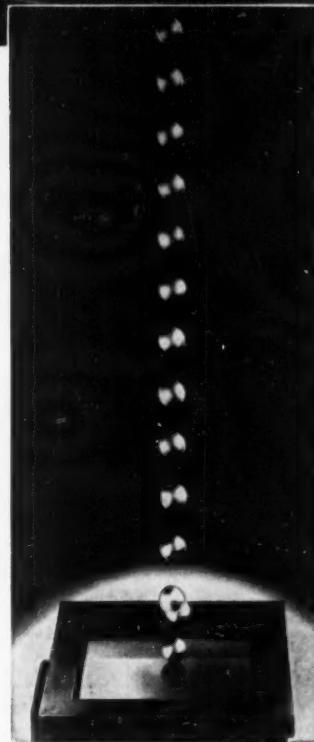
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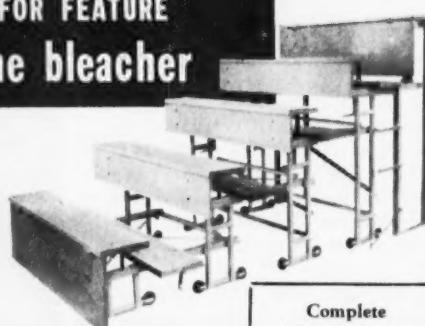
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## SPOTLIGHT

Mississippi Institutions of Higher Learning.

The consultant will be available for such work as planning before the expenditure of public funds. They will also study individual schools and their specific problems, problems of private and church-related schools, and the application of educational counseling in industry.

The new group, the Associated Consultants in Education, has on its Board of Advisors Doak S. Campbell, President, Florida State University; A. C. Flora, retired superintendent of schools, Columbia, South Carolina; and Joseph E. Gibson, director of pre-admissions, Tulane University. Mr. Ivy will serve as director.

## Riverside Teachers Explain Kindergarten to Parents

RIVERSIDE, CALIF.—Birth, marriage and death are often listed as the most important events in a person's life. And if that person's first day at school does not deserve an equal rating, it certainly follows close behind.

Recognizing the importance of getting children off to a good start in their first encounter with formal education, the Riverside, California, Public Schools have published a booklet for parents of children who are five-going-on-six. Attractively illustrated, the booklet, "Your Child and Kindergarten," depicts and explains the varied activities and the educational goals of the kindergarten program.

The booklet also contains suggestions on advance preparation for this big step—going to school—and details age restrictions, registration procedures, and health requirements.

## Comic Type Magazine for Classroom Use Published

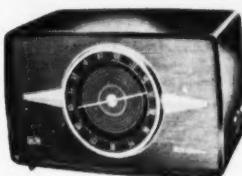
NEW YORK—*Picture Parade*, an educational comic-type magazine, published for the use of elementary school students, has just been introduced by the publishers of *Classics Illustrated*.

Each issue will be supervised by qualified educators and illustrated by outstanding men in the field of visual

THE SCHOOL EXECUTIVE

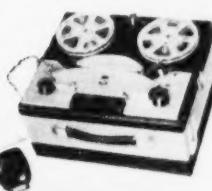
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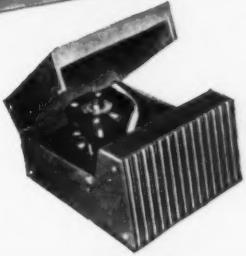
## RADIOS

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## PHONOGRAPHS

- The finest three-speed and 45 rpm "Victrola" phonographs to satisfy all school record playing requirements.



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- Featuring simplicity of threading in the single case "400" Junior, the two case Senior, the Porto-Arc and the professional quality magnetic recorder-projector.



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Modern styling and flexibility keynote this new Vers-A-Tilt chalkboard by Claridge. Incorporating a tilted surface to eliminate glare from natural and artificial light, the board itself is reversible, enabling the unit to be used as a chalkboard or blackboard. The Vers-A-Tilt promotes better penmanship since students assume a more natural writing position.

A completely prefabricated unit, the new Vers-A-Tilt is installed in minutes; installation costs cut 75% and more.

Without any major alterations, as required by conventional chalkboards, the entire unit can be changed from a 1st grade height to that of an 8th grade in a matter of minutes.

Write today for complete details on the Vers-A-Tilt Chalkboard and the full line of Claridge Chalkboards and Bulletin Boards.

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aids. Dr. Leon J. Lidofsky, Research Associate in the Department of Physics, Columbia University and research scientist with the Atomic Energy Commission, was advisor for the first issue, "Andy's Atomic Adventures."

*Picture Parade* will be sold on a subscription basis for classroom groups only. Subscriptions will cost 75 cents per school year for groups of 20 or more; 80 cents for groups of less than 20. Inquiries should be addressed to the publishers, Gilberton Company, Inc., 101 Fifth Avenue, New York, New York.

### General Public Termed Undecided on School Goals

URBANA-CHAMPAIGN, ILL. — "The division of present-day society into pressure groups—each with its own idea of the attitudes and beliefs which the school should develop in the child—is responsible for the growing controversy over the purposes, content, and methods of modern education."

This is the opinion of Professor William O. Stanley of the University of Illinois College of Education. "Whatever else education may be," he says, "it is at bottom not only a moral but a political undertaking."

In the absence of a commonly accepted standard of public welfare, and hence, of a clear conception of the kind of person the school should try to build, Professor Stanley believes that educators must help students analyze the problems and conflicts of our time and find their own solutions. He agrees that the traditional academic skills and knowledge are an essential aspect of education, but for their own good and for the welfare of society students must also come to grips with the crucial areas of conflict and tensions.

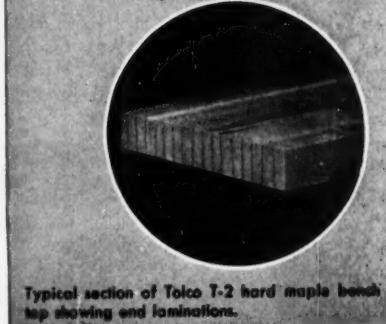
### New Film Stimulates Interest in Arithmetic

DETROIT—"My most unfavorable subject is arithmetic." Probably every educator, at some time in his teaching career, has heard that remark or one similar.

To help primary grade youngsters appreciate the importance of learning number concepts and arithmetic skills,



Industrial Arts benches of all types and prices are being offered the school market. Many firms have several lines but Tolco offers only one, the finest money can buy. The Tolco T-2, for example, is a superior bench in every respect. From its electronically glued hard northern maple top to its rugged bolt reinforced joints this bench simply shouts quality. Specify Tolco and your students will have the finest, the most durable and the most economical two-student benches in the market.



Typical section of Tolco T-2 hard maple bench top showing end laminations.

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## SPOTLIGHT

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**SCHOOL**  
**WARDROBES**

Photo shows how entire interior of an R-W No. 833 Multiple-Action Master Control Door Wardrobe is instantly accessible, instantly exposed for airing, simply by opening master door.

We had Johnny in mind when we designed R-W school wardrobes. Johnny's health, comfort and convenience—not to mention his occasional frivolous moods—were all factors to be considered.

For instance, the problem of achieving maximum hygiene and comfort was solved by a unique system of doors. This system allows fresh air to circulate through the clothes. It helps reduce musty odors, keeps the wardrobe sanitary and allows damp clothes to dry quickly. And R-W Wardrobes have no inaccessible walls and corners. Cleaning's a snap, and they're easy to keep clean.

And what could be more convenient for youngsters than doors that open at a touch, with knobs and inside hooks easily accessible to even the smallest child.

The rugged construction of R-W School Wardrobes is designed to withstand heavy usage—especially those days when Johnny and his friends are "feeling their oats."

**Richards-Wilcox School Wardrobes are manufactured according to three standard principles of operation:**

Each type can be furnished with flush doors, coat racks, chalk boards, cork boards and other accessories.

- 1. Individual Door Operation—fully receding
- 2. Pair Door Operation
- 3. Multiple Door Operation

For complete information about Richards-Wilcox School Wardrobes, write to:



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ELEVATOR DOOR OPERATING EQUIPMENT

526 THIRD STREET, AURORA, ILLINOIS

the Audio-Visual Materials Consultation Bureau has released a film called "A Day Without Numbers."

The film tells the story of a boy who wishes for a world without numbers and gets his wish. But he soon finds out that this is not to his liking either. Everything from his basement shuffleboard court to the telephone are useless. After this experience he returns to the classroom with a much better understanding of what arithmetic means to him.

Color or black-and-white prints of "A Day Without Numbers" may be purchased from the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit, Michigan.

**Philadelphia Schools Give Adult Citizenship Training**

PHILADELPHIA—English and citizenship classes for adults are given both during the day and at night by the Board of Education here.

All adults, citizens and non-citizens, are eligible to attend. Pupils in these classes acquire the ability to speak, read and write English understandably, and learn how to be good citizens. Assistance is also given to those preparing for citizenship examinations.

**New Skylight May Solve School Design Problems**

NEW YORK—A new type of skylight with prisms which reject most of the sun's hot rays during the summer months when the sun is highest in the sky and accept a higher percentage of southern light and solar heat during the winter months has recently been developed.

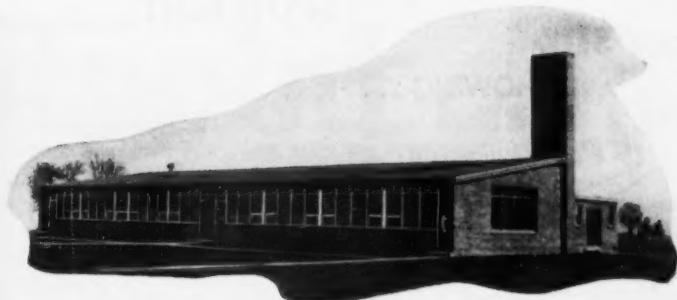
How this skylight brings the best qualities of outdoor daylight to the darkest corner of the largest room was explained in a report prepared by Dr. R. A. Boyd, director of the Daylighting Laboratory of the University of Michigan, and San Francisco architect John Lyon Reid presented to the National Technical Conference of the Illuminating Society.

Dr. Boyd stated that this new skylight presents architects with an in-

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The lightweight Heywood-Wakefield S 1039 Table-Desks and S 915 All-Purpose chairs shown in this classroom are especially suitable for the variety of activities that may take place during the day, and which may require different groupings. Their simple modern design fits in handsomely with the room itself. For further information on all Heywood-Wakefield Tubular Steel Furniture, write for your free copy of our fully illustrated school furniture catalogue.

The efficient, attractive new Lincoln Elementary School in Menominee, Michigan, is the result of the combined planning of the Board of Education, the Superintendent of Schools, Miles W. Robinson, the teaching staff and the architect. Completely functional in design, this modern school's classrooms are appointed throughout with furniture and equipment carefully adjusted in scale and size for children between the ages of 5 to 8 years. The building was designed by Harry W. Gjelsteen, Architect. Northern Stationers, Inc., Distributors, Marquette, Michigan, handled the installation of Tubular Steel Furniture. Heywood-Wakefield—School Furniture Division—Menominee, Michigan—Gardner, Mass.



## SPOTLIGHT

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finite variety of design possibilities never before available because of glare and other problems common to conventional skylighting systems.

Known as Kimble Toplite, the new system was developed at the University of Michigan Daylighting Laboratory under the sponsorship of the Kimble Glass Company, a subsidiary of Owens-Illinois Glass Company.

### NEA Department Rejects UNESCO Coupon Plan

WASHINGTON, D. C.—Dissatisfaction with its working relationship with the UNESCO Relations Staff of the U. S. Department of State has led the Department of Classroom Teachers of the National Education Association to suspend its support of the UNESCO Gift Coupon Plan in the United States.

The Plan involves the selling of gift stamps to members of organized groups. Funds from the sales are used for educational reconstruction in war-torn and under-developed areas.

The Department's Executive Committee said that they believe in the UNESCO Gift Coupon Plan in principle and have given it support since its inception. They stated that the Department's "support for worthy, international projects will not be decreased, however, but will, in fact, be extended to include worthy long range projects."

### NYC Project Makes School Community Center

NEW YORK—The first major step in the program of Brooklyn School Districts 26 and 28 to develop a school-centered community around each elementary school is now completed with the publication of a booklet called "The Three R's Plus."

The booklet presents a wide variety of school and community activities and seeks to interpret the school program to the community and the community to the schools. The booklet will be used in in-service training for teachers, parents and supervisors.

"This school-centered community project, with religious, civic, social

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2. Mark Time That's all!
3. Step Off

and business leaders working together with pupils, parents and teachers on immediate and compelling local problems, will provide the kind of direct action democracy and participating citizenship that is confined all too frequently to small town life," said John B. King, district assistant superintendent.

In the booklet's introduction, Mr. King stated further, "Democracy, like charity, begins at home; our school neighborhood is the operational unit for our community-relations program from which democratic action stems."

### U. S. School Leaders Back Driver Education

WASHINGTON, D. C. — The chief school officers of the country are strong in the belief that youth should receive high-quality driving instruction, Ralph Thomas, President of the American Automobile Association, said recently.

"These progressive schoolmen of the nation," Mr. Thomas stated, "are unanimous in advocating driver education for high school students as one of the most promising long-range hopes for reducing traffic accidents, improving individual acceptance of traffic responsibilities, providing for better traffic law enforcement and observance, and for securing public support for highway transportation improvement."

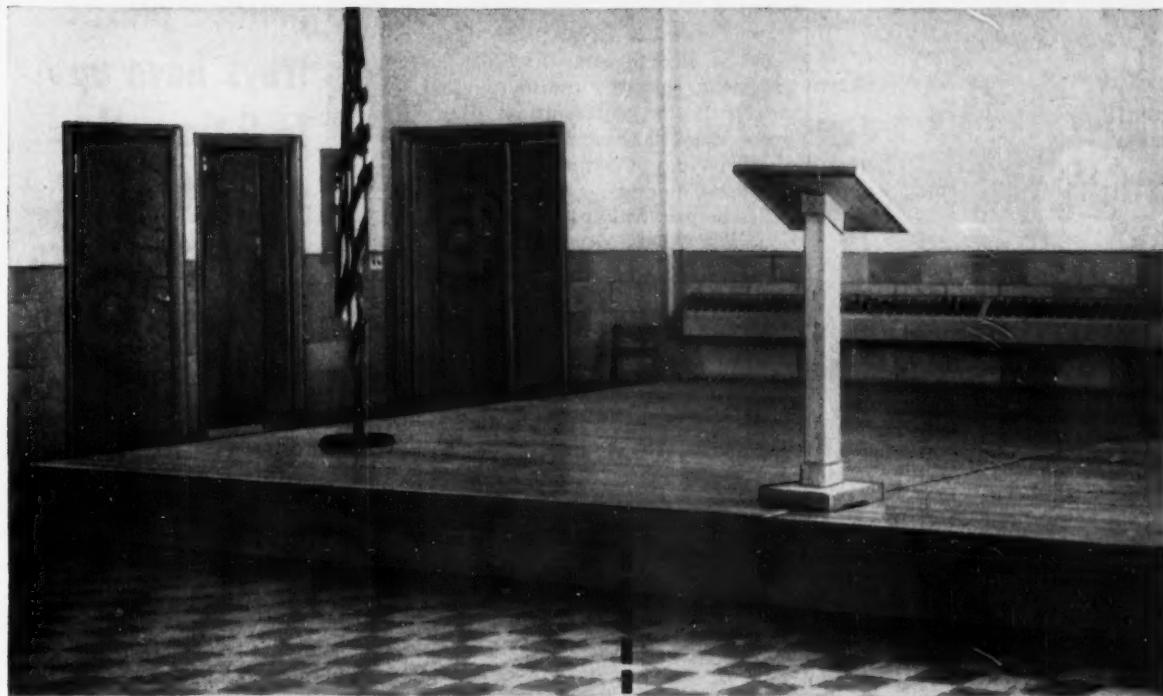
The AAA President made this statement in connection with the publication of a booklet, *All Chief State School Officers Favor High School Driver Education Courses*, which will be given national distribution.

### Commercial Broadcasters Lend Helping Hand

WASHINGTON, D. C. — Many commercial broadcasters have "generously given of their time, facilities and money to help establish educational television stations," said Ralph Steele, Executive Director of the Joint Committee on Educational Television.

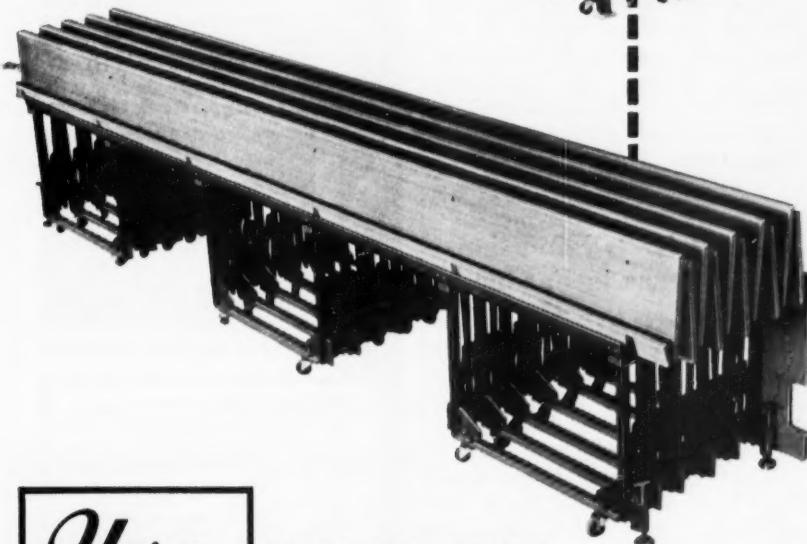
His statement was contained in a recent letter to Harold E. Fellows, President of the National Association of Radio and Television Broadcasters, thanking the industry for its helping

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### Filmatic projector

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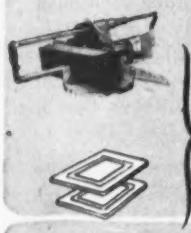
2x2 slides and film strips last longer with the GoldE FILMATIC—more brilliant projection, easier operation. Film capacity up to 350 frames.

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See the FILMATIC—America's best projector buy: lightweight—all-over brilliance—exclusive rewinding (film strip)—vertical or horizontal—slide to film strip in a moment—equipped with 5" F3.5 coated lens and Manumatic stocking or two-way carrier. Complete—(choice of carrier) and durable tweed-covered case, with lift-off cover. . . . \$90.25

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hand in the development of educational TV. Steetle mentioned the offer of the Storer Broadcasting Company in Birmingham, Alabama, to provide a complete transmitter and antenna. Other applicants for educational channels have received offers of other types of equipment and cash donations, he said.

Stetle pointed out that 47 applications for educational television channels have been filed with the FCC—over 20 percent of the total number reserved for educational use. Seventeen construction permits have been granted.

One educational station, KTUH, Houston, Texas, is already on the air, and several others are expected to begin operation soon. The great majority of applications filed, according to Steetle, "show solid financial and community support." Many applications also describe generous offers of assistance by commercial interests.

## First Books Published One Thousand Years Ago

WASHINGTON, D. C.—This year marks the one thousandth anniversary of the printing of the first books. Nine classical Chinese works first appeared in July, 953, shortly after the invention of printing in China.

They were sponsored by a famous Chinese statesman, Feng Tao, who believed that if the classics of the Han dynasty—which were engraved on stone tablets—were edited, engraved upon wood and printed, it would be a great benefit to the study of literature.

## Bruner Directs Education of Americans in Europe

NEW YORK—In-service training for teachers of the 20,000 American children in France and Germany is now the responsibility of Dr. Herbert B. Bruner, professor of education at New York University.

Bruner, on leave of absence from NYU for one year, will direct the new Dependents Education Organization with United States Army Headquarters in Europe. From his headquarters in Karlsruhe, he will

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The Tornado Floor Machine (the other twin) will be found scrubbing all types of tile, wood or concrete floors, and following with a polishing action that leaves a beautiful finish that is easy to maintain.



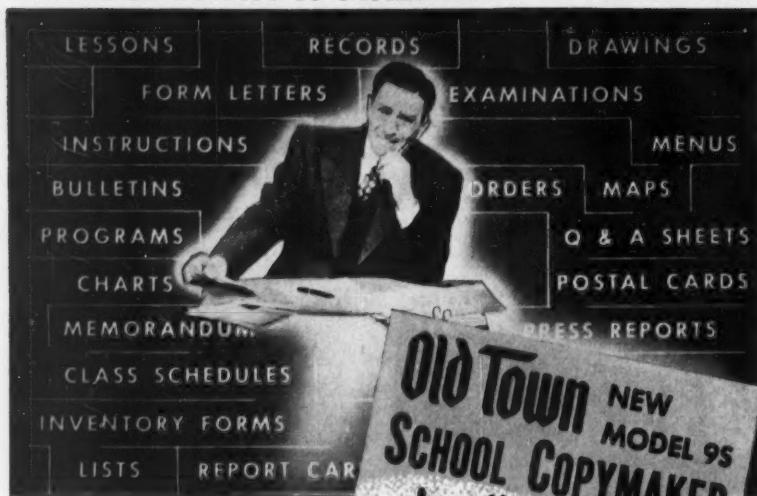
The TORNADO TWINS can do the same for you—Just write for Bulletin 607.

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## SPOTLIGHT

work toward the best possible education for American children living abroad and study the possibilities of expanding American-European exchange programs.

"These American children have a unique opportunity to contribute later to international understanding," the educator said, "and we shall try to help them make the most of that opportunity."

### Pupils Should Look Down on Teacher, Expert Says

NEW YORK—School children would be better off if they were seated so that they could look down on the teacher rather than look up to her, said H. C. Weston of the Institute of Ophthalmology, University of London, in an address before the National Conference of the Illuminating Engineering Society.

Turning the eyes upward causes more eye fatigue than looking down, Weston explained.



"Learning by Doing"

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NEW YORK — An educational film which takes an apprentice through an 8,000-hour course — roughly four years—in tool and die making has just been released by the National

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"A good buy for any organization interested in quick color changes." . . . A Pennsylvania senior high school.

"We have been well pleased with it." . . . A Kansas senior high school.

\*Names on request.



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Tool and Die Manufacturers Association.

The film shows the apprentice operating various machines, learning to read blueprints, learning shop mathematics and shop theory, mastering other techniques of the industry—in all, "learning by doing."

Prints of this 16 mm., color and sound movie, entitled "Tool and Die Making—Keystone of Mass Production," are available for loan or purchase through the association's headquarters, 907 Public Square Building, Cleveland 13, Ohio.

### Announce Awards for Science Teaching Ideas

**WASHINGTON, D. C.**—Have you had a brain storm recently about more effective ways to teach science? If so, the National Science Teachers Association, a department of the NEA, would like to know about it.

The NSTA recently announced the third annual program of Recognition Awards for Science Teachers. Awards of \$400, \$300, \$200 and \$100 will be given for the best reports of outstanding science teaching ideas and practices in elementary, junior high and senior high school science classes.

Additional information about the program may be obtained by writing to the Association at 1201 Sixteenth Street, N. W., Washington 6, D. C.

*Selected Science Teaching Ideas of 1952*, fifteen reports from last year's program, is now available from the Association for \$1.50. They plan to publish this book annually as a means of promoting the exchange of good practices in science teaching.

### School's Problems Similar to Those of Big Business

**LOS ANGELES**—Lack of direct communications with employees is the biggest problem facing the board of education here. This fact was revealed in a recent survey of how the 13,867 Los Angeles teachers and administrators feel about their jobs.

The survey questionnaire combined the techniques of public opin-

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ion polling with that of psychological testing. It was developed by Science Research Associates of Chicago.

The inventory—the first comprehensive morale survey made by a large metropolitan school system—showed that, although the morale level of teachers here is generally good, many educators are dissatisfied with the benefit program and the adequacy of provision for individual pupil differences. Teachers feel that board members should give more consideration to suggestions of the professional staff.

"In our attitude studies of employees in business concerns across the country," said Lyle M. Spencer, president of Science Research Associates, "we have frequently found a similar questioning attitude toward top management on the part of employees in large multi-plant business." He added that, in a sense, the Los Angeles school system also is big business and faces many of the morale problems peculiar to big business.

### Nursery School Portfolio Gives Program Ideas

WASHINGTON, D. C.—Twelve leaflets dealing with the most pressing problems of nursery school organization and program are contained in a Nursery School Portfolio recently published by the Association for Childhood Education International.

Each of the leaflets was written by an authority in nursery school work. Each booklet also includes a bibliography for further expansion of its topic.

The portfolio may be obtained for 75 cents from the Association at 1200 Fifteenth Street, N. W., Washington 5, D. C. There is a 20 percent discount on lots of 25 or more.

### Africa Works Toward Public Library Network

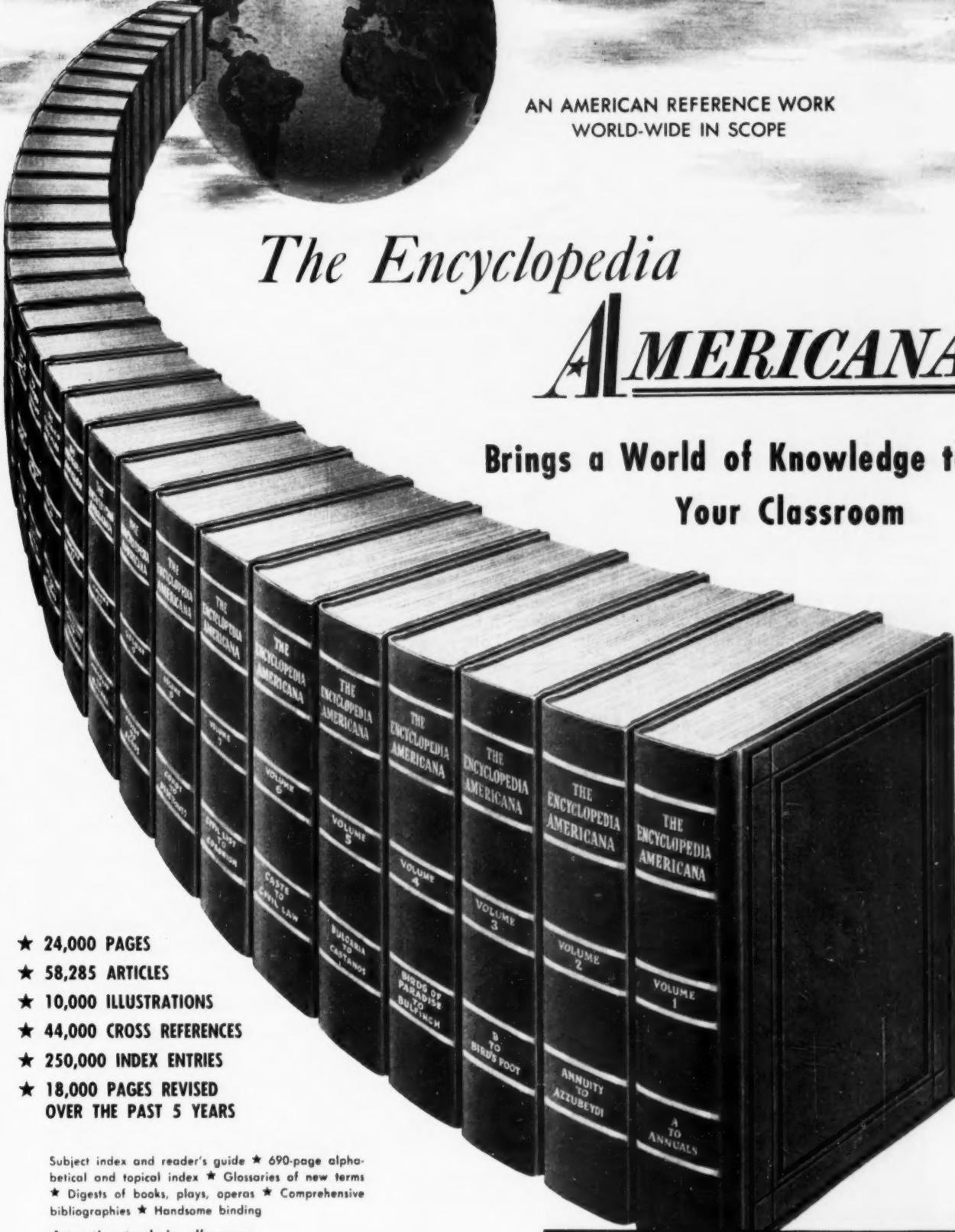
IBADAN, NIGERIA—Organizing a network of free public libraries in Africa equipped with mobile units and capable of working closely with schools and educational missions is the goal of delegates to a recent UNESCO seminar held here.



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## SPOTLIGHT

How this can be accomplished and the problems involved in using films and filmstrips in community education work and in the professional training of librarians were discussed.

Seminar delegates were, for the most part, professional workers now directing African libraries and teachers in adult education.

### Sigurd E. Esser Heads Canal Zone Schools

BALBOA HEIGHTS, CANAL ZONE—Sigurd E. Esser was recently appointed superintendent of Canal Zone schools, following the sudden death of former superintendent, Dr. Lawrence Johnson.

The new superintendent will soon complete twenty years of consecutive service with the Canal Zone schools, except for one year to attend Stanford University for work toward a Doctor's degree.

Esser previously held the position of assistant superintendent.



In this circular school, designed by Mat Kauten, the classrooms fit like pieces of cake around the perimeter of the building.

### Circular School Design Cuts Construction Costs

GLEN GARDNER, N. J.—The economy of circle construction has been used to advantage by architect Mat Kauten in his design of a new school building for Lebanon Township, New Jersey. Mr. Kauten believes his circular school provides the answer for rural communities faced with the need of building economical schools.

The designer points out that this building with 378 foot perimeter has an interior of 11,314 square feet, or

room enough for twelve standard classrooms and a central auditorium. A rectangular building with an outside wall of 378 feet contains only 5,700 square feet—room enough for five classrooms and a hall.

The center auditorium is another feature designed to cut costs. This serves not only as an assembly room, but also as a lunchroom with tables and benches that fold into the outside wall. The auditorium-lunchroom may be used as a recreation room or a meeting hall by school and community groups.

Every classroom has an outside exit. There are separate outdoor play areas on opposite sides easily accessible to both upper and lower grades. Future expansion is possible in stem-like projections of traditional row classrooms and hall.

Mr. Kauten points out that the use of the circle in building design is not original. It has been used before by Frank Lloyd Wright and other noted American architects.

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### Records on Life Abroad Prepared for School Use

CLEVELAND, OHIO—Furthering communications between students of the United States and students throughout the free world is the purpose of the newly organized International Communications Association.

With the cooperation of friendly governments and foreign students, ICA intends to make phonograph records dealing with life and culture in the various cooperating nations. Programs will cover such subjects as a day in the life of a foreign student, history and geography of the



Maximum light distribution at low cost is achieved by installation of  $1/8$ " Mississippi Pentecor glazed in vertical sidewall sash. Glazier: Rainbow Glass Co., St. Louis, Mo.

Brighter classrooms mean better pupils... and architect Kenneth E. Wischmeyer (AIA) has taken advantage of all the excellent properties of Pentecor Glass in the new, modern Clopton High School, Clarksville, Missouri. Installation of Pentecor, translucent, light diffusing glass by Mississippi, provides the maximum in light distribution... floods entire classrooms with plenty of undistorted, softened, natural light. It makes classrooms and gymnasium appear more cheerful and spacious... makes seeing tasks easier, aids concentration, helps make learning fun. In this modern structure, a vision strip in two lower lights avoids lack of visual contact with outdoors—contributes to an "open area" feeling.

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Clopton High School, Clarksville, Mo., Architect: Kenneth E. Wischmeyer, St. Louis, Mo., Contractor: Brockmeyer Construction Co.



Daylighting in gymnasium is improved with Mississippi Pentecor Glass.

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country, and occupations of the nation's people. Music of the country will also make up an important part of each program.

The first three records, now being released through dealers, are suitable for intermediate through high school use. They are "Holland Says Hello", "Music of the Netherlands", and "Music of Norway." Each program is written and produced in English by students of the respective countries.

The International Communications Association intends to produce other programs as rapidly as they can.

Statement of the Ownership, Management, Circulation, etc., Required by the Acts of Congress of August 24, 1912, and March 3, 1933, of the School Executive published monthly at New Haven, Connecticut, for October, 1953.

State of New York, County of New York ss.

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Edgar J. Buttenheim, who, having duly sworn according to law, deposes and says that he is the publisher of the School Executive and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 527, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Edgar J. Buttenheim, Publisher, 470 Fourth Avenue, New York, N. Y.; Editors, Walter D. Cocking, N. L. Englehardt; Business Manager, Prentice C. Ford, 470 Fourth Avenue, New York, N. Y.

2. That the owner is:

American School Publishing Corporation, 470 Fourth Ave., N. Y. C., Stockholders: Edgar J. Buttenheim; Walter D. Cocking; Prentice C. Ford; Harold S. Buttenheim; Hattie Radnitz; Edwin Wagner; Al Miller; Donald V. Buttenheim; Myron R. MacLeod; Curtiss R. Buttenheim; Frank H. Laavy; Edna M. Buttenheim, all of 470 Fourth Ave., N. Y. C., and Frank Raymond, Daily News Building, Chicago, Ill.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Swear to and subscribed before me this 30th day of September, 1953.

New York County Clerk's No. 41-9493500.  
Commission Expires March 30, 1954.

(Signed) EDGAR J. BUTTENHEIM, Publisher,  
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**For TERRAZZO FLOORS** . . . Now your terrazzo floors can have a brilliant lustre yet be extra-safe to walk upon when they are protected by Multi-Clean Terrazzo Sealer . . . the terrazzo treatment approved anti-slip by U/L. It penetrates and seals the surface against moisture, dirt and grease. Water-clear in color, it will not yellow with age. It gives your terrazzo a beautiful satiny finish. Floors are ready for traffic within 30 minutes after application. This *Multi-Clean Method* requires only dry sweeping and periodic wet mopping for maintenance.

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## **The Administration of the Modern Secondary School**

By J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, Macmillan Company, New York, Revised 1953, 614 pp., \$5.00.

Broad scope, thoroughness, good organization, and good teaching aids are qualities that have brought this text to its fourth edition. Previous editions were published in 1931, 1941, and 1948.

The present volume shows no sweeping revisions, but it has been brought up to date with respect to new practices and literature. It covers secondary school development, organization and management, student activities, instruction, school relationships, current practices and trends in the field.

In the order named, the authors teach at the University of Michigan, George Peabody College, and the University of California.

## **The American Elementary School**

Edited by Harold G. Shane, Harper and Brothers, New York, 1953, 434 pp., \$5.00.

Fifteen chapter-essays by outstanding educators dovetail into a comprehensive appraisal of the American elementary school.

Separately, the essays are informative and freshly interpretive on various aspects of the field. This is the thirteenth yearbook of the John Dewey Society.

## **The Law of Local Public School Administration**

By Madaline Kinter Remmlein, McGraw-Hill Book Company, New York, 1953, 271 pp., \$4.50.

The powers, duties, and liabilities of administrators and school boards are explained in general terms on the local level.

Principles of law and their applications are described in virtually all areas where knowledge of

legal authority is important—board jurisdiction, finance, districting, pupil transportation and regulation, personnel.

Besides serving as assistant director of the NEA's Research Division, Dr. Remmlein lectures on school law at George Washington University.

## **Student Teacher in the Elementary School**

By John U. Michaelis and Paul R. Grim, et al., Prentice-Hall, Inc., New York, 1953, 433 pp., \$4.50.

To help student teachers meet the demanding schedule of first teaching experience, this resourceful manual offers specific suggestions on projects, procedures and techniques. Ideas on planning and teaching materials were contributed by a number of professors and teachers.

Professor Michaelis teaches at the University of California, Berkeley. Paul R. Grim is director of laboratory experiences, University of Minnesota.

## **The Conflict of Education In a Democratic Society**

By Robert M. Hutchins, Harper and Brothers, New York, 1953, 112 pp., \$2.00.

Universal free education is a failure, Dr. Hutchins believes, because the educational profession is busily giving the people what they want. He charges that by "meeting present needs" education is cultivating what the people now honor—power and material success. The level of mass cultivation must be raised in this country, he asserts, or we might as well abandon universal suffrage and the democratic ideal.

To teach people to think for themselves about fundamental issues of society, he advocates for every citizen a liberal, humanizing education "appropriate to free

men." Liberal education is defined as disciplined study of the "greatest ideas the greatest men have had," or the leading ideas that have animated greatness in the Graeco-Hebraic tradition.

Dr. Hutchins rests his hopes with the university, "that institution that stands at the apex of the educational system and that eventually determines the character of all the rest of it." He would like to see, in these intellectual communities, a communion of minds among specialists. If they continue the "Great Conversation" of education, best exemplified by the Socratic dialogue, he believes they may perhaps exert intellectual leadership and uplift American life and education.

## **Administering the Elementary School**

By William C. Reavis, Paul R. Pierce, Edward H. Stullken, and Bertrand L. Smith, Prentice-Hall, Inc., New York, 1953, 631 pp., \$5.00.

The elementary school is seen as a laboratory of living and learning, where each child has experiences promoting good citizenship at each level of his development. This objective is possible, the text insists, only if there is successful teamwork between administrative and teaching personnel and between school and community forces.

Discussions on all phases of elementary administration try to show how the program, organization, or facilities might be modified to serve children more efficiently.

## **Education and Social Integration**

By William O. Stanley, Teachers College, Columbia University, 1953, 290 pp., \$4.50.

In a philosophic study of the cultural matrix of contemporary education, Dr. Stanley offers a penetrating diagnosis of the reasons behind present-day conflict in

## LIBRARY

and about our public school system.

Lack of integration and confusion on the purposes of education is attributed to a lack of social integration on basic moral and intellectual norms of American life. Coherence and unity in education can come, Dr. Stanley writes, only when our multigroup society reclarifies the democratic tradition and reaches consensus on social postulates.

Pending such consensus, he believes schools should help stu-

dents "achieve a measure of order and clarity through disciplined study of the salient conflicts and confusions of our times."

### Pupil Transportation

1953 Yearbook, Department of Rural Education, NEA, Washington, 190 pp., \$2.00.

"Safety, efficiency, adequacy, and economy" are discussed as goals of every pupil transportation program. Under topics such as health and safety factors, organization, the bus driver, and operation and maintenance, full consideration is given the entire program.

Although the yearbook is comprehensive, one aspect of pupil transportation frequently neglected is given special emphasis. That is the educational possibilities of the program. Instructional values should result, the yearbook maintains, from the routine daily bus trip as well as from non-routine school trips.

A quality of this yearbook which claims attention is its good integration. Contributions of yearbook committee members and of numerous individual schoolpeople nationwide are blended into a coherent text.

### Pamphlets of Interest

Pamphlets published by *National Education Association* departments may be obtained by writing to 1201 Sixteenth Street, N. W., Washington 6, D. C.

*Office of Education* publications may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

### Administration

*Books for the Elementary School Administrator* is a bibliography of materials useful to both the potential and practicing administrator. State Department of Education, Santa Fe, New Mexico.

*Springfield Public Schools Manual of Operations* interprets and implements the rules and regulations of the board of education. Willard J. Graff, Superintendent of Schools, Springfield, Missouri.

*Survey of New Personnel in Up-state New York Public Schools: 1952-53* discusses sources of teachers other than teacher training institutions and the quality of teachers obtained from them. State Education Department, Albany, New York.

### Audio-Visual

*Tape Recording* by Louis A. Leslie, the first comprehensive presentation of the use of tape recording in business education, discusses recording equipment and how it

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can be used advantageously in shorthand, typewriting, business law, bookkeeping and general office practice classes. Minnesota Mining and Manufacturing Company, St. Paul 6, Minnesota. Price: \$1.00.

*TV Ideas, Proceedings of Five Television Workshops, 1952*, tells of the pioneering of television on the college level and in extension on the college level and in extension teaching. W. A. Wittich, Bureau of Audio-Visual Instruction, 1312

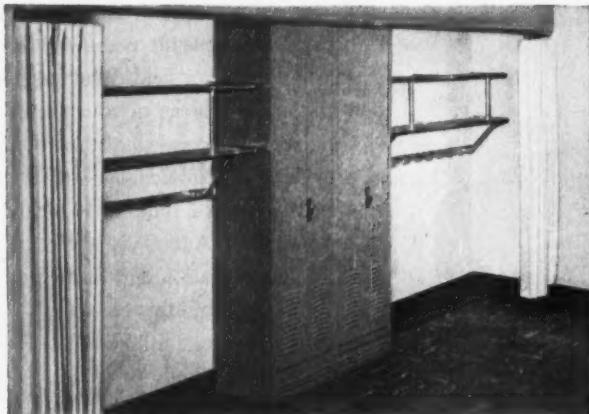
West Johnson Street, Madison 6, Wisconsin. Price: \$2.00.

*Television, A New Community Resource* is the report of the first television workshop for community organization personnel. Wells Publishing Company, Leonia, New Jersey. Price: \$1.00.

### Curriculum

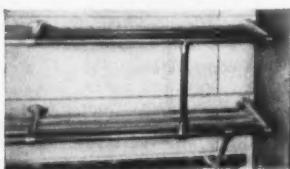
*Books and Materials for Curriculum Workers* lists selected references on elementary and secondary education. Association for Supervision and Curriculum Development, NEA. Price: \$1.00.

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Every up-to-date feature has been incorporated in this convenient, good-looking school wardrobe. Finely engineered in non-peeling alumilite finish . . . this well-made, easy-to-install coat and hat rack represents an exceptional "buy" . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof Fiberglas gliding curtaining. Compact, space-saving, this wardrobe deserves your careful consideration. Write for literature.



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*Using Free Materials in the Classroom* tells how to locate, select and use free or sponsored materials offered by commercial organizations to schools. Association for Supervision and Curriculum Development, NEA. Price: 75 cents.

*Teaching Reading* reports to teachers on the practical implications of research in the teaching of reading. A bibliography is included. Department of Classroom Teachers, NEA. Price: 25 cents.

*Selected Science Teaching Ideas of 1952*. National Science Teachers Association, NEA. Price: \$1.00 to members; \$1.50 to non-members.

### Tests

*Farnum Music Notation Test Manual* describes this test for grades seven, eight and nine. The Psychological Corporation, 522 Fifth Avenue, New York 18, New York. Price: 35 cents.

*Winnetka Chart for Determining Grade Placement of Children's Books*. Division of Publications, Reading Clinic, Temple University, Philadelphia 22, Pennsylvania. Price: 30 cents.

### Studies and Reports

*Research on the Psychology of Reading* is a bibliography of recent studies. Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

*Catalogue of Publications* lists bulletins, books and special publications of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

*They Found A Way* is a report of the 1952 national conference on safety education in elementary schools. National Commission on Safety Education, NEA. Price: 35 cents.

*Educators Guide to Free Films*. Educators Progress Service, Randolph, Wisconsin. Price: \$6.00.

*Exchange Teaching Abroad* describes types of teaching opportunities, application procedure, and eligibility requirements. Office of Education. Price: 10 cents.

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*Teachers and Schools* lists 186 guides. Patrick Carr, 607 South Spruce Street, Villa Grove, Illinois. Price: 50 cents.

### Vocational Guidance

The following pamphlets may be obtained from Vocational Guidance Manuals, 45 West 45th Street, New

York 36, for \$1.00 each. Special educational discount on quantity orders. *Opportunities in Electrical Trades* describes the scope of the field and career opportunities in the armed forces, and gives information about schools.

*Opportunities in Plastics* tells the story of this rapidly expanding industry.

*Opportunities in Physical Education, Health, and Recreation* was written by Jay B. Nash, chairman of the department of physical educa-

tion of New York University's School of Education.

*Opportunities in Electrical Engineering* treats qualifications, education, licensing and advancement.

*Opportunities in Machine Shop Trades* analyses machine shop occupations and possibilities in related fields.

*Opportunities in the Hotel Industry* describes the duties of hotel personnel from elevator operator to executive manager.

*Opportunities in Horticulture* explains the basic divisions of the field and training necessary.

*Opportunities in the Merchant Marine* describes various maritime careers and lists the advantages and disadvantages of the seafaring life.

*Opportunities in Ceramics* lists attributes necessary for success in the field and describes types of jobs in ceramic industries.

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# The Airplane Table

Illustrated here is American Desk's NO. 11 STANDARD CHAIR, a perfect companion piece for matching with the tubular airplane table.

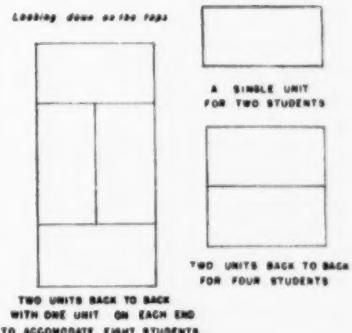


**TUBULAR STEEL LEGS**—This is the tubular version of the airplane table made strong with sixteen-gauge tubular steel  $\frac{7}{8}$ " in diameter, eighteen-gauge skirt with twenty-two-gauge book compartments. Top of maple, birch, or Fiberesin.

The American school furniture market offers no desk more adaptable to grouping arrangements required by the modern classroom group-work technique. The airplane table is a proven product approved throughout the nation and is the result of research and experimentation by our engineers and outstanding educators in the country. Have your distributor demonstrate the airplane table *before* you specify elementary grade furniture.



**American Desk**  
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*Easy to arrange in numerous seating plans — illustrated here in a modern classroom.*

# The Washington Scene



**School bells rang** in the nation's capital in sharp autumn days of mid-September. Schoolhouses overflowed, as everywhere, although tuition rates for non-residents of the District had kept suburban students in schools closer home, and although separations from government service had left some empty seats. Nearly one hundred new teachers were required.

There are now 12,000 more Negro students in the elementary and secondary schools of the District than white students, out of a total at all levels of nearly 102,000.

**As eighty communities** throughout the United States, varying in size and programming resources, plan educational television stations, the Federal Communications Commission indicates by two recent decisions its previously announced intention of reserving indefinitely the 245 channels set aside for educational television stations.

A petition to delete an educational television reservation was filed by commercial station WVEZ in New Orleans. This petition was denied by the FCC because "no compelling reasons were advanced by the petitioner as to why the FCC should change the basic policy which led it to establish the educational reservation." A similar petition filed in Minot, North Dakota, was also denied on the same grounds, although some of the educational authorities there had asked that the FCC grant the petition of the commercial applicants.

While several states plan statewide networks and some already have the funds for construction, the first organized attempt to develop educational television on a regional basis gets under way in the 14-state area of the Southern Regional Educational Board.

The objective of this group is to promote the growth of educational television throughout the area with special emphasis on cooperation in production and distribution of programs. It is possible that the first regional network may be formed in the southeast, although operations now envisioned would consist of program exchanges.

**The 83rd Congress** authorized the release of \$50 million in new college housing loans funds for the fiscal year 1954, through the Housing and Home Finance Agency. There was \$13 million in funds remaining from fiscal 1953 which, added to the new funds, will provide a total of \$63 million for loans in 1954.

**A study of federal-state** relations has been ordered by President Eisenhower pursuant to the passage of Public Law 109 which provided for the establishment of a 25-member commission to study inter-governmental problems.

It is expected that the studies will include education and grants-in-aid programs. The commission will report to the President March 1, 1954. Chairman of the commission is Clarence Manion, former dean of the Law School at Notre Dame. The commission so far is composed of members of Congress, although 14 are still to be named.

The study may result in reductions of certain long-established grants of the Federal Government to states and institutions for educational as well as other purposes.

**Army, navy, and marine** ROTC programs are subject to review as the new school year opens in military schools and colleges. Effective in September, 1954, these colleges must maintain a four-year, degree-granting

curriculum, and the average age of students at graduation must be not less than 21 years.

All students will be required to wear uniforms, and will be under continuous military discipline and training throughout the undergraduate course. All students must accept a commission if offered.

**John H. Woodburn**, assistant professor of science, on leave of absence from Illinois State Normal University, joins the staff of the National Science Teachers Association, a Department of the NEA.

Dr. Woodburn will be assistant executive-secretary and devote his time to the association's Future Scientists of America foundation.

**William E. Lloyd**, director of school-community relations for the Richmond, Virginia, public schools, has been appointed director of special services for the American Association of School Administrators, a Department of the NEA.

**William J. Ellena** of Duluth, Minnesota, has joined the NEA Division of Rural Service as assistant to Howard A. Dawson, Division Director. He succeeds Virginia P. Neel who is now Dean of Women at Wilkes College, Wilkes-Barre, Pa.

**William G. Carr**, NEA executive-secretary, will continue as secretary-general of the World Confederation of Organizations of the Teaching Profession which held its annual meeting at Oxford, England, recently.

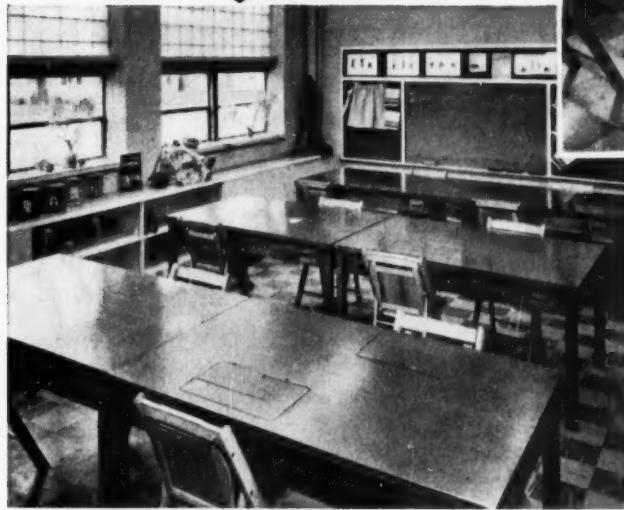
Past-president Sarah C. Caldwell of the NEA was elected U.S. Representative. She succeeds Irving F. Pearson, executive-secretary of the Illinois Education Association.

**"Skippy and the 3R's"**, third in the series of public relations films produced by the National Education Association in cooperation with the state associations, promises to outstrip the previous public relations films and set a new record for the use of this medium of educational public relations in the United States.

The film had its premiere showing in this country at the Miami Beach convention of the NEA. Representatives of 29 countries saw its first showing abroad when it was viewed by the WCOTP at the Oxford conference.

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**New double-purpose table solves  
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Many sewing classrooms . . . like the one you see here at the Abbott School in Fort Wayne, Indiana . . . are installing the new SINGER Combination Sewing and Cutting Table.

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No need for a separate row of space-consuming cabinets. No need for the class to be constantly shifting and shuffling around. The new SINGER\* Table holds two full-sized SINGER Machines—and at the same time provides work space for two other students.

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You don't have to use up space with separate cutting tables, either!

Simply lower machines into SINGER Table—slip removable panels back into place—you have a smooth, continuous surface. (An extra blessing if the

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Developed at the suggestion of Dr. Anna M. Dooley, representing the New York City Board of Education—this new table meets *every* sewing room need.

**Gives you all these de luxe features:**

- 5-ply construction. Durable Formica or Masonite top. Solid birch legs.
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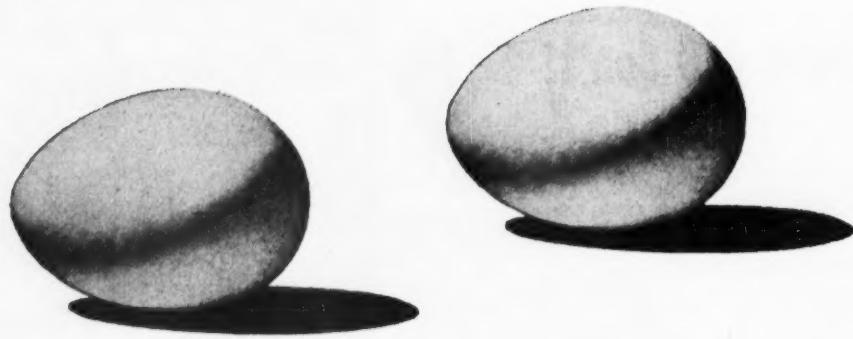
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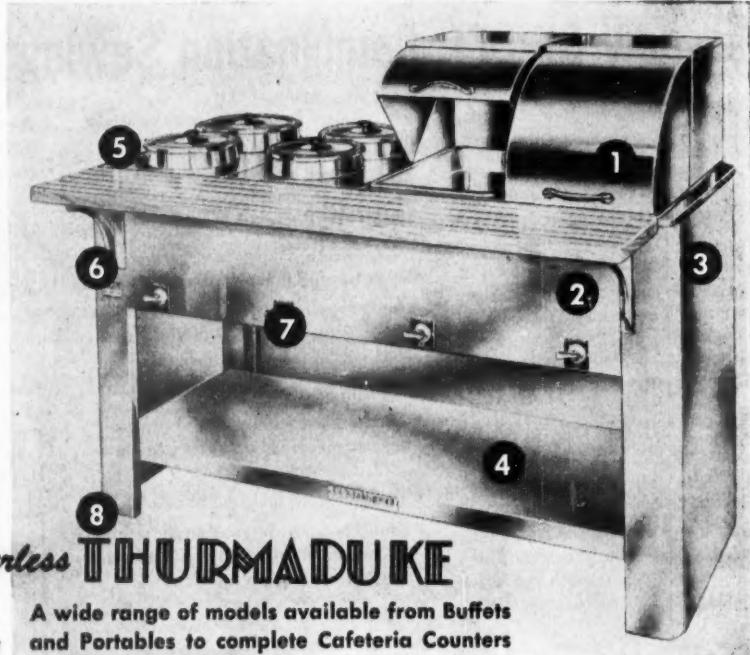
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# Custard Machines Speed Dessert Service



To avoid congestion during lunch hour in the cafeteria the freezer is located in the hall.

One fountain freezer for milk shakes and one for cones are kept busy during noon lunch.

by DAVID A. BALLARD

SERVING of standard ice cream dishes to a heavy volume of pupils during short lunch periods may pose a problem. Among school lunch rooms that have eliminated hand dipping of ice cream in the interests of speed of service are those of three high schools in Washington-Bothell, Auburn and Kent-Meridian.

The Auburn High School installed two fountain freezers for making and dispensing the soft-served product known as "freeze" or "frozen custard." One serves cones only and the second is reserved for making of ready-to-serve chocolate milk shakes. A base mix, purchased from the dairy in liquid form, is pre-mixed in the machine and held at the right consistency either for cones or shakes. No

mixing is necessary.

In the Kent-Meridian school a freezer set up in the hall prevents congestion in the cafeteria line. The school's soft-serve freezers have a capacity of 12.5 gallons an hour, or 10 two-ounce servings a minute. They are operated by a foot switch, leaving the operator both hands free for holding cones or dishes.

At Bothell High School, an average of 325 children are served during the lunch period. About 200 of them ask for the five-cent cones, 50 for ten-cent dixie cups, 50 for fifteen-cent sundaes and 25 for ten-cent cones.

All schools use a six percent butterfat mix. Costs compare well with hard ice cream costs.

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Mr. Ballard is advertising manager of Sweden Freezer of Seattle, Washington.

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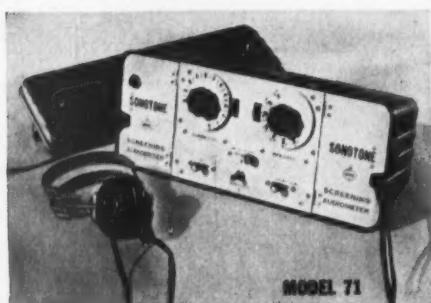
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**SONOTONE** Model 22 Diagnostic Audiometer—an ideal Diagnostic Type audiometer for use in hearing-test program of an individual school, or in the centralized "clinic" of a school system. It meets every requirement for accuracy and dependability established by the American Medical Association. An all-important, exclusive feature is automatic pulsing of the test tones to insure greater accuracy and speed in making audiograms. Also exclusive is the provision for continuously checking the accuracy of the generated test tones.

MODEL 22



MODEL 71

**SONOTONE** Model 71 Pure-Tone Screening Audiometer—for small schools, or individual schools of a metropolitan school system. Easily portable and low in price. Designed primarily for screening tests, it also includes the wider frequency and intensity ranges needed for detailed evaluation of those whose hearing falls below screening levels. All controls are simple and dependable. Meets A. M. A. requirements for screening audiometers.

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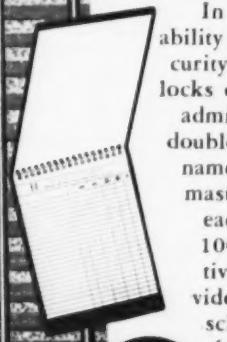
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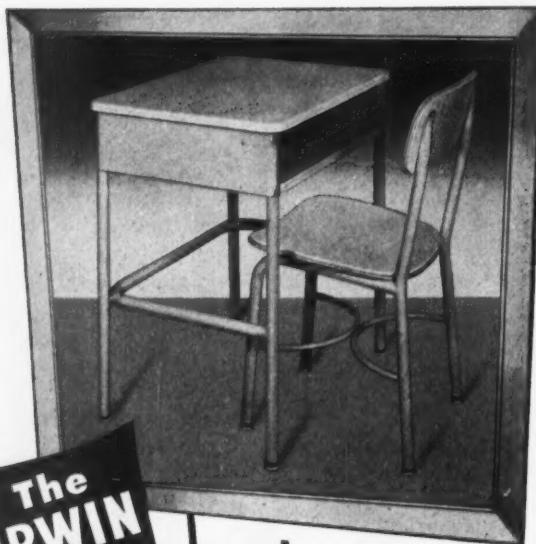
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In addition to rugged dependability and complete locker security, National Lock shackle locks offer a new ease of locker administration. Each lock is double tagged, with space for name and locker number. A master chart is included with each order. With orders of 100 or more locks, an attractive leatherette binder is provided. Write us today on your school letterhead. Ask for a free sample shackle lock.



**NATIONAL LOCK COMPANY**  
ROCKFORD, ILLINOIS • LOCK DIVISION



**The  
IRWIN  
600  
LINE** for the **ULTIMATE**  
**IN IMMEDIATE**  
**AND ENDURING**  
**Satisfaction**

The satisfaction of a well made purchase makes itself felt in the case of the IRWIN 600 line desks and chairs from the minute you start using them. They are so versatile, so easily arranged and re-arranged to completely fulfill every classroom requirement. And that satisfaction will grow with each succeeding year as you note how their rugged tubular construction and tops of G-E TEXTOLITE reduce maintenance cost to a negligible factor. G-E TEXTOLITE is practically immune to acid, ink and paint and mighty discouraging to "carvers". They will stay new-looking for years.

The IRWIN 600 line is available in a choice of attractive colors with desk tops of G-E TEXTOLITE 10580 or simulated birch.\* For complete satisfaction, now, and for many years to come, choose from the 600 line. Write for details and catalog of our complete line of classroom and auditorium seating.

\*Also available with hardwood plywood tops.



**CUT COSTS WITH SLATE**



- Durable
- No expansion
- No contraction
- No warping
- Easy erasing
- Easy cleaning
- Simple installation
- Safe
- Inexpensive
- Weatherproof
- SLATE

**GESCO SLATE — GREEN OR NATURAL  
WEARS "FOREVER"**

Like marble, slate is a building product of nature, so formed that its life is indefinite. All substitutes attempt to duplicate it but fall far short. There is no longer any need to accept slate substitutes just to get color for GESCO'S new 20-20 surfer gives you a permanent green slate as well as the standard slate color.

And GESCO Slate saves you money. Moderate in cost there is no need for replacement because of explosions, warping, wear, etc., as there is in slate substitutes.

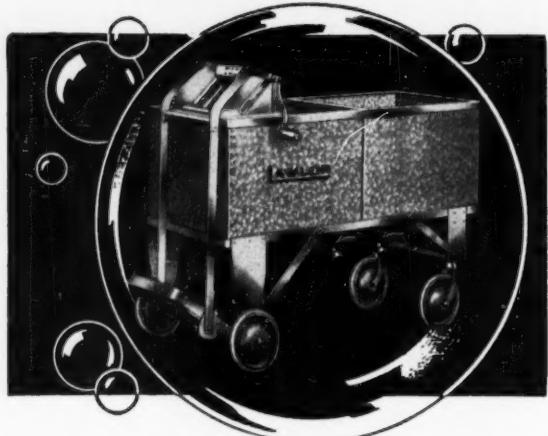
GESCO Slate is available in any shape or size you specify. Easily installed without expensive foundations.

Get full information TODAY. Write for catalog 700.



**LAWLOR MOPPING TANKS**

Leads the Field in Ruggedness and Service



8 styles and sizes of all steel, acetylene welded tanks • 2 or 3 compartments • 30, 60 or 65 gallon capacities • hand or foot pressure wringers • perforated roll wringers • special drain shut-offs • hot dipped, galvanized chassis and frames • rubber tired, cadmium plated steel wheels.

Write for Catalog of Mopping Tanks, Wringers, Floor Scrub Wax-Polishing Machines for every kind and size floor.

**S. C. LAWLOR COMPANY**

Quality Floor Equipment for 50 Years  
128 N. Aberdeen St., Chicago 7, Ill.



**No "Maybe" Gravy for Me!  
I use KITCHEN BOUQUET  
for RICH BROWN  
DELICIOUS GRAVY!**

**FREE!** "QUANTITY RECIPE" CARDS  
and 4-Oz. Bottle Of  
KITCHEN BOUQUET

Just drop a post card to: Kitchen Bouquet,  
Grocery Store Products Co., Dept. SE-11,  
West Chester, Pa.

Available in pts., qts. and gals. For 2-oz.  
and 4-oz. sizes, see your grocer.

**KITCHEN BOUQUET**  
MAKES GRAVY  
RICH, BROWN,  
DELICIOUS!

SE-303

EVEN simple meals make a hit when gravy is rich brown and delicious—Kitchen Bouquet gravy. This unique blend of 14 garden-fresh vegetables, herbs and spices adds no artificial flavor. Used by good cooks and chefs for 75 years to bring out *true* meat taste and give gravy an appetizing, deep brown color.

**Here's another tip:** you'll save meat shrinkage—get extra servings—by slow-roasting at 300°F. For rich brown crust, brush the meat, before roasting, with Kitchen Bouquet.

**Always** use Kitchen Bouquet to get the most flavorful meat and gravy at only a fraction of a penny per serving.

SERVE BOTH THESE FAVORITE FOODS

**BinB** *The Mushrooms already  
Broiled in Butter*  
Packed 3 ways for every mushroom use;  
Whole Crowns (in 6 and 3-oz. cans).  
Sliced, and Chopped (in 3-oz. cans).  
Broiled in pure creamery butter before  
they're packed.

**CREAM OF  
RICE** NEW,  $\frac{1}{2}$  Minute  
Cooking Time—10 Times Faster!  
NEW, Easy-Pouring Spout!



2 new features for this easy-to-digest,  
quick-energy cereal that child specialists  
recommend.

SE-305



Fig. 967

For 1 vertical row of chairs.

## Nutting CHAIR TRUCKS

**Built to outlast the chairs!**

Here's your topnotch chair truck value. Nutting's high grade materials and fine workmanship give you year in, year out economy. Ample size steel frames and ball bearing rubber tired wheels of adequate diameter insure longer life and easiest operation under heavy loads. Finished in attractive metallic grey.

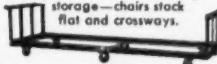


Write for Bulletin 53-SC which  
also shows food service, class  
room, maintenance trucks  
and others.

Since 1881 NUTTING TRUCK & CASTER CO.  
2604 East Division St. • Faribault, Minn.

Fig. 964  
Double Decker  
—holds 4  
vertical rows.

Fig. 969 For 2 vertical rows.

Fig. 965 Low for under stage  
storage—chairs stack  
flat and crossways.

SE-304



## Afco Rubber Link Mats

CLIP AND  
MAIL  
NOW

trap dirt and moisture efficiently, yet these colorful mats are easily cleaned. Available in nine beautiful colors in a wide variety of custom-made designs and sizes. Use coupon below for complete details.

AMERICAN FLOOR PRODUCTS COMPANY  
4920 Wisconsin Ave., N. W., Washington 16, D. C.

Please send me catalog and prices on  
your entire line of  
mats and treads

NAME \_\_\_\_\_

FIRM \_\_\_\_\_

ADDRESS \_\_\_\_\_

There's many a slip...  
but it only takes one to cost money!

# PABCO GRIP-TREAD **MASTIPAVE** FLOOR COVERING

Saves Money...Four Ways!  
**NON-SLIP, SUPER-TOUGH  
RESILIENT, LOW-COST**



These four money-saving ways are why factories, schools, office buildings, hospitals, and Governmental institutions and others specify Pabco Grip-Tread MASTIPAVE...

- 1 Non-Slip Grip-Tread Mastipave prevents accidents. It's the safe floor with built-in brakes.
- 2 Non-Slip Grip-Tread Mastipave is super-tough . . . resists wear day-in and day-out. Replacement costs are at a minimum.
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**FILL OUT THIS COUPON**

PABCO PRODUCTS INC.

New York 16 • Chicago 54 • San Francisco 19  
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GENTLEMEN: Without cost or obligation to me, please send your folder, "Every Building needs Pabco MASTIPAVE."

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CITY \_\_\_\_\_ STATE \_\_\_\_\_

**NEW**

**MIDWEST**

## FOLDING CHAIR CADDY



Rugged all steel chair caddy will give years of trouble-free use. Designed to hold any size folding chairs. Capacity up to 60 single fold or 30 double fold chairs. Also adjustable chair caddys, table caddys and under stage models.

INSIST ON MIDWEST FOR THE FINEST IN FOLDING TABLES



PEDESTAL  
OR  
STANDARD  
LINE



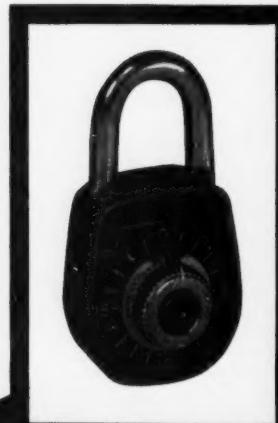
Write today for specifications and prices.

**MIDWEST FOLDING PRODUCTS**  
DEPT. S-1 ROSELLE, ILLINOIS

DISTRIBUTORS IN ALL PRINCIPAL CITIES.  
SOLD BY ALL EQUIPMENT DEALERS.

## it's the **CLICK** that counts

Count the "clicks" — presto, it's open! You don't have to see the dial to work the combination. For quickest and easiest operation — as well as economy, security, and durability in schools — it's the Gougle Keyless Lock.



Locks  
serially  
numbered

FREE  
Service  
Records

Materials &  
Workmanship  
Guaranteed

WRITE  
FOR  
INFORMATION

**C. L. GOUGLER KEYLESS LOCK CO.**

705-769 Lake St., Dept. 3, Kent, Ohio

## Complete Line of Stage Hardware

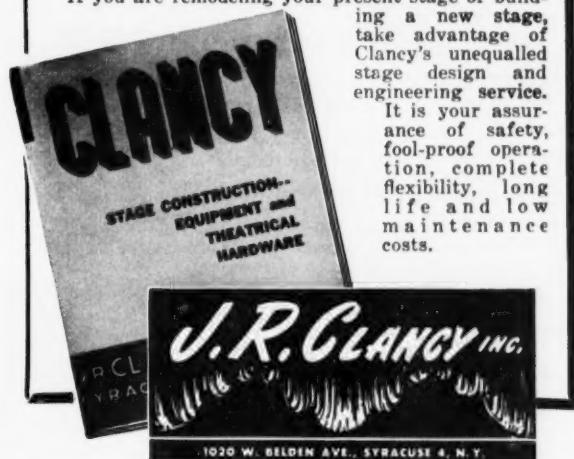
### Draw Curtain Tracks and Controls

The Clancy line is COMPLETE—our catalog contains almost twice as many items of stage hardware and rigging as any other catalog we've seen. And the quality and usefulness of every item reflects Clancy's 77 years of leadership in the stage field. Write for your FREE copy of Catalog 48.

### Engineering Service

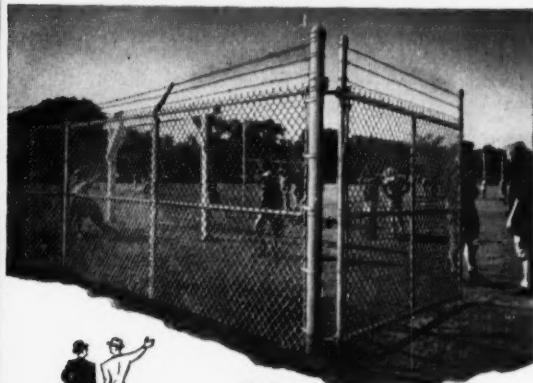
If you are remodeling your present stage or building a new stage, take advantage of Clancy's unequalled stage design and engineering service.

It is your assurance of safety, fool-proof operation, complete flexibility, long life and low maintenance costs.



## PAGE FENCE *Since 1883*

• AMERICA'S FIRST WIRE FENCE •



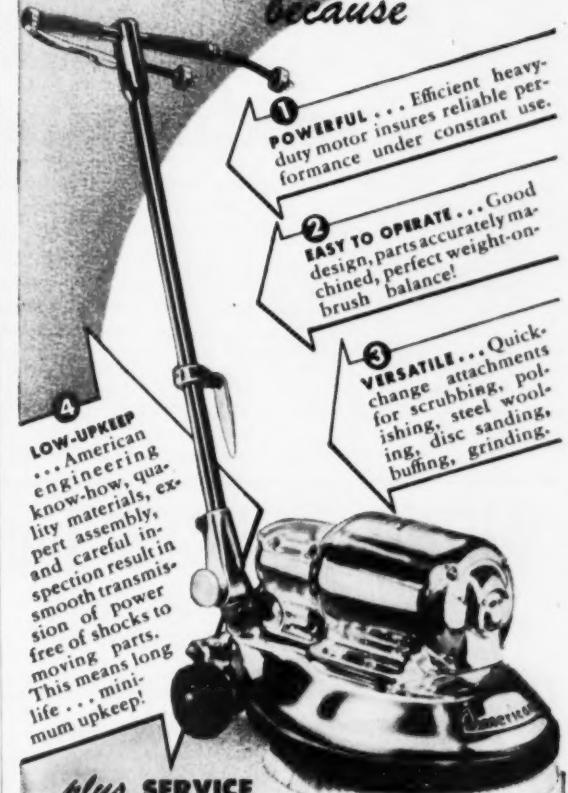
Could you blame yourself if failure to safeguard students resulted in injuries? After all, shouldn't protective measures be initiated by any school executive or faculty member? Security against exposure to hazards is a job for Page Chain Link Fence, available in galvanized Copper-Bearing Steel, Stainless Steel or Aluminum. But PAGE means more than a quality product. It is a complete fence service, performed by more than 100 firms having technical training and fence erecting know-how, and conveniently located throughout the country. For illustrated data on Page Fence and name of firm nearest you—

**Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.**

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

## AMERICAN DeLuxe YOUR BEST BUY FOR FLOOR MAINTENANCE

*because*



...plus SERVICE

A friendly American distributor is near you in principal cities—ready to help you *pronto* when service is needed! He maintains an efficient office with factory-trained mechanics, genuine replacement parts, new improved American abrasive paper, high quality American floor finishes and maintenance materials. And, of course, he carries a complete line of modern American machines.

His broad practical experience can help you solve all floor maintenance problems—and save time, labor and money on all types of floors in public buildings, factories, hospitals, schools, offices! We'll be glad to arrange a FREE demonstration on your own floors, without obligation. Just send coupon.

## AMERICAN Floor Machines

American Floor Surfacing Machine Co., 549 So. St. Clair St., Toledo 3, Ohio.

Send latest catalog on the following, without obligation:

Deluxe Maintenance Machine  Floor Finishes  
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 Please arrange a FREE demonstration of American DeLuxe.

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*to get the **MOST** out of your*  
**TAPE RECORDER**

it pays to use  
**professional-quality**

**audiotape**  
Trade Mark



How good should an educational recording be?

The experts agree that for most teaching applications fidelity requirements are extremely high. This is particularly true of speech, language and music study, where faithful reproduction of the original sound is a must.

That's why so many teachers throughout the country are joining the trend to Audiotape — made by audio engineers for audio engineers. Audiotape has been designed and

perfected to meet the most exacting requirements for modern, professional sound recording. Its mechanical and magnetic properties are carefully balanced to assure optimum overall performance in your recording machines.

Remember, too, that you get this *extra value* at no extra cost.

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**SEND FOR THESE  
 FREE TEACHING AIDS**



*"The Teacher Talks About Sound Recording"*

This 40-page booklet contains 14 prize-winning, teacher-written articles on the use of tape and disc recording in every phase of instruction.



*"Audio Record"*

Brings you up-to-the-minute information on all latest developments and applications of sound recording — including a complete directory of all makes and models of tape recorders. Issued 8 times a year. We'll be glad to put your name on our mailing list.



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**TELKEE**  
**Moore Key Control**  
A METHOD FOR FILING AND CONTROLLING KEYS

Save the costly time of your staff hunting lost keys... costly lock repairs and replacements... at a

saving that will be more than the cost of the system the very first year you own it. Write today!

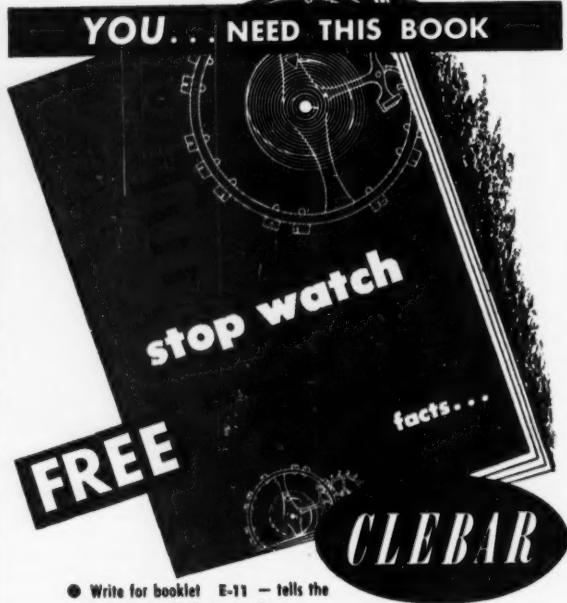
Attach to  
 your letter-  
 head and  
 mail today

P. O. MOORE, INC., Dept. SE-11  
 300 Fourth Ave., New York 10, N. Y.

I would like to have, without obligation,  
 literature describing your product.

Name.....  
 Address.....  
 City, State.....

**YOU... NEED THIS BOOK**



- Write for booklet E-11 — tells the "inside story" of stopwatches.
- Illustrates patented spare parts compartment. Shows what to look for in a timer. Complete, thorough, interesting. Must reading for users of stopwatches.
- Brand new Clebar catalog... illustrates and describes more than a score of stopwatches and chronographs for every timing purpose. Write for your copy today!

**CLEBAR WATCH AGENCY • 521 Fifth Ave., N. Y. 17**

SE-322

Repair  
Weather  
Damage  
NOW



...before it's too late!

**LET WESTERN WATERPROOFING COMPANY  
RENEW YOUR SCHOOL THIS YEAR**

A "stitch in time" will save money...so restore your school to its original strength and beauty during 1953.

Western is the largest operator in its field. All work done under contract, fully insured and guaranteed.

Write for a consultation with our field engineer.

- TUCKPOINTING • BUILDING CLEANING
- CONCRETE RESTORATION • SUB-SURFACE WATER PROTECTION

(No Material For Sale)



SE-323

YOU CAN  
ALWAYS RELY  
on  
PRANG and  
OLD FAITHFUL  
PRODUCTS

HYGIEIA

HYGA - COLOR

Sketch

PAYONS

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**FAVORITES  
FOR MANY YEARS**

Old Faithful and Prang school products have long been a favorite with students and teachers alike... Their consistent high quality reflects the years of research and "know-how" that has gone into their making.

Prang Water Colors  
The first and still the finest

Prang Tempera Colors  
The kind the professionals use

DUSTLESS CHALK  
95% pure-white

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Dustless—easy to erase

OIL PAINTING CRAYON  
For painting and sketching

WATER COLOR CRAYON  
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The 3-way drawing and  
coloring Crayon  
For paper-wood-fabric

Write for complete il-  
lustrated catalog — It's  
Free! Dept. SN-320.

The American Crayon Company  
Sandusky, Ohio

November, 1953

SE-324

**THE FIRST  
REALLY COMPLETE  
School  
Instrument Line**

Everything you need in both instruments and exclusive teaching helps—to develop the school instrumental music program from Kindergarten to College! Here's the one *really complete* line of school band and orchestra instruments—wind, string and percussion, as well as Rhythm Band, Advanced Rhythm Band and Song Flute—all of *guaranteed quality* under one name. Need help with your band and orchestra organizing problems? Write us! Mail coupon for helpful literature



MAIL COUPON  
FOR THIS BOOKLET  
AND OTHER FREE LITERATURE

Especially important  
to School Adminis-  
trators is this *free* 12-  
page booklet, "Music,  
and the Basic Objec-  
tives of Education."  
Send for it without  
obligation.



PAN-AMERICAN BAND INSTRUMENTS, ELKHART, INDIANA, DEPT. 1163

<input type="checkbox"/> Music, and Basic Objectives	<input type="checkbox"/> String Instrument Catalog	<input type="checkbox"/> Wind Instrument Catalog
<input type="checkbox"/> Rhythm Band Instrument Catalog	Name _____	Title _____
<input type="checkbox"/> Percussion Instru- ment Catalog	Address _____	City _____ Co. _____ State _____
<input type="checkbox"/> New Educational Aids Catalog	School _____	



**SAVE THOUSANDS  
of DOLLARS ANNUALLY\* with  
NACO  
PORTABLE ELECTRIC FOOD CARTS**



Detachable insulated cover used when cart is in transport.

**HOT MEALS  
from ONE KITCHEN**

An entirely new idea for school cafeterias . . . with Naco Portable Carts all meals may be cooked in one central kitchen, then delivered to outlying areas. Entire hot meals including salads, soup, entree, and vegetables may be served.

Food is kept oven-hot in three insulated "hot" compartments while salads and other "cool" foods may be refrigerated with dry ice or kept at room temperature. Serves 200 to 300 meals, (capacity 222 quarts of food), and is designed to fit into cafeteria serving line. Just plug in electric cord and food stays hot. Holds 18 serving pans or 18 fireless cooker pots in hot section and 6 pans in cold section.

Eliminates high investment required for individual kitchens plus cooking personnel in each school, lowering your food service costs appreciably. (NACO FOOD CART is ideal for restaurant and hotel banquet service).

**NACO PORTABLE FOOD CARTS . . .**

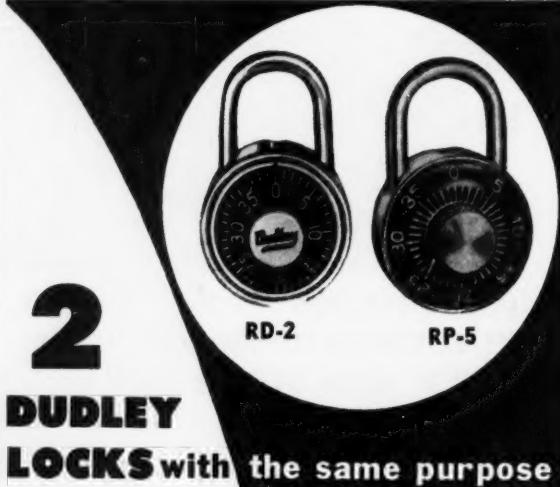
- Lower costs
- Hot meals
- Dry heat
- Less food waste
- Insulated sections
- Special "cool" section
- 200-300 meal capacity
- Easy to clean
- Less maintenance expense
- Portability—just roll in
- No special wiring
- Sectional heat regulators

**"WANT MORE INFORMATION?"**

For complete information on annual savings with NACO write us.



**ATLAS** DIVISION  
NATIONAL CORNICE WORKS  
1323 Channing Street • Los Angeles 21, Calif.



**2**  
**DUDLEY  
LOCKS with the same purpose**

You practically eliminate school locker problems with either of these rugged Dudley combination padlocks backed up with Dudley Master Chart Control. The RD-2, with stainless steel case, has a rotating dial, while the RP-5 has the knob pointer. Locking mechanisms are rust-resistant. Forty clearly de-

fined numerals make 64,000 possible combinations. Dudley also offers the P-570 with the exclusive Dudley Master Key, not duplicated by commercial key-making machines. Send for the free illustrated Dudley catalog, and details of the Dudley Self-Financing Plan.

**DUDLEY LOCK Corporation**

Dept. 1119, Crystal Lake, Illinois



**CUT FLOOR CLEANING COSTS  
WITH FLO-PAC YARN BRUSHES**

Reduce daily floor cleaning time . . . buy Flo-Pac Yarn Brushes. There's nothing finer for dust mopping smooth floors . . . asphalt tile, hardwood, linoleum, etc. Made from selected long-fibre cotton, trimmed 5½ inches, the deeply filled Flo-Pac Yarn Brush picks up all the dust and grit. Handy thumb screws permit easy disassembly for washing or replacement. Block sizes, 12 in. to 48 in.

**SOME OTHER FLO-PAC MAINTENANCE TOOLS:**  
Rotary Floor Machine Brushes • Utility Brushes  
Toilet Bowl Brushes • Wall and Ceiling Brushes  
Sturdiblock Wax Pads

176 ORDER FROM YOUR JOBBER TODAY

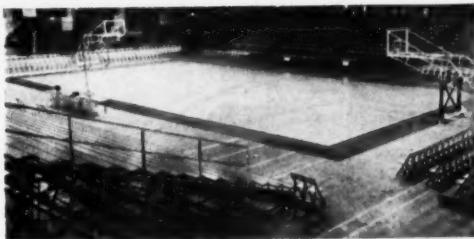
FLOUR CITY  
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PACIFIC COAST  
BRUSH CO.

Los Angeles 21, Calif.



Hussey Installations, 14th Regiment Armory, Brooklyn, New York

### Save Money — Make Money HUSSEY STEEL PORTABLE STANDS

The most practical and most economical answer to your seating problems. The same stand can be used for baseball, football, etc., and then quickly and easily moved inside for basketball and other indoor needs. They are safe, cannot collapse, last indefinitely and sections can be added as needed.

Because of their exclusive patented features, they can be set up and taken down faster and easier than any other stand—only 1.2 minutes per seat to take down. Available in two styles—Model 6 Portable Bleachers and Model 8 Portable Grandstands. Six, 10 and 15 tier, 12 ft. sections in stock. Other sizes to order.

*Increase your sports profit with Hussey Portables. Write for free illustrated folder and prices to 530 Railroad Ave. Also, ask for catalog of "Laughing Loon" Water Sports Equipment.*

IRONWORKERS  SINCE 1835

HUSSEY MANUFACTURING CO., INC.  
North Berwick, Maine

### SE-332 For effective visual elementary math teaching



SIZE 20" x 32"

#### Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . Reg. App. for)

- Time Teaching Clocks • Folding Easels • Stoves  
Sinks • Refrigerators • Ironing Boards  
Educational Toys • Jig-saw Puzzles • Peg Boards  
Drawing Boards • Playhouse Screens • Beads

DEPARTMENT SE

**DAINTEE TOYS, INC.**  
230 STEUBEN STREET, BROOKLYN 5, N. Y.

Send for "Manual  
for Teaching with  
Counting Frame"  
by Dr. Irving Allen  
Dodes.



**UNEQUALED in APPEARANCE,  
DURABILITY**

**Mitchell**  
**FOLD-O-LEG**  
**tables**

Convert any room  
into a Banquet or  
Group Activity Room . . .  
Set up or clear in minutes  
QUICKLY FOLD or UNFOLD  
for Changing Room Uses

MAXIMUM  
SEATING  
MINIMUM  
STORAGE



TOPS OF MASONITE  
PRESWOOD, FIR & BIRCH  
PLYWOOD, LINOLEUM,  
RESILYTE PLASTICS

TUBULAR  
STEEL LEGS

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

**EASY TO SET-UP  
ON or OFF STAGE**

**Mitchell**  
PORTABLE  
**FOLDING STANDS**

RIGID, SAFE  
for BAND  
ORCHESTRA  
CHORAL &  
DRAMATIC  
GROUPS



LEGS FOLD UNDER FOR  
MINIMUM STORAGE

STACK IN SMALL SPACE

SAVE TIME & LABOR

**IMPROVE APPEARANCE  
AND PERFORMANCE**

Better Acoustics and Discipline. Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

Write for Descriptive Folders

**MITCHELL MFG. COMPANY**

2726 S. 34th Street • MILWAUKEE 46, WIS.

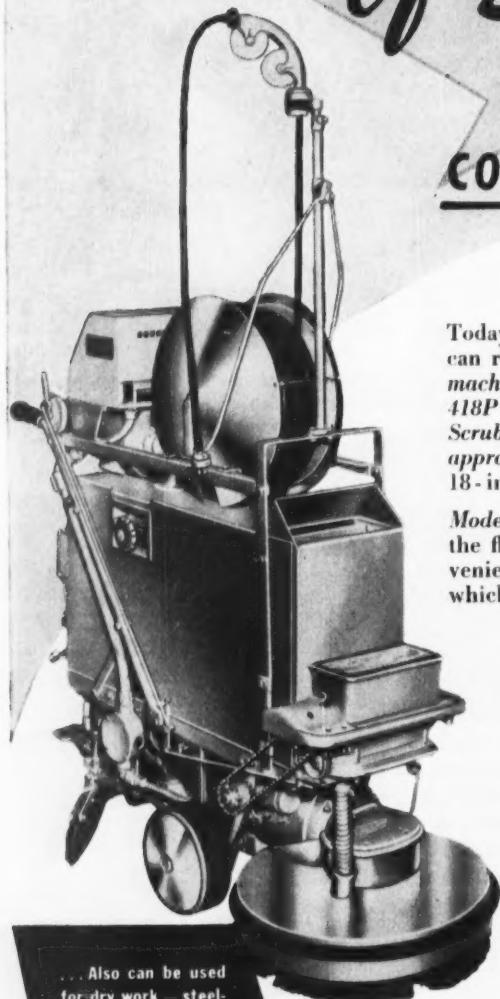
MANUFACTURERS OF  
MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

SMALL-AREA BUILDINGS...

*Save  $\frac{2}{3}$  of Every Hour  
of Scrubbing Time*

WITH A

**COMBINATION SCRUBBER-VAC!**



...Also can be used  
for dry work—steel-  
wooling, et cetera

Today, even buildings with but 2,000 to 15,000 sq. ft. of floor space can reap the labor-saving, cost-reducing benefits of combination-machine-scrubbing. Here's a *Combination Scrubber-Vac, Model 418P* at left, that's specially designed for such buildings. This Scrubber-Vac, which has an 18-inch brush ring, cleans floors in approximately one-third the time required with a conventional 18-inch machine and separate vac unit.

*Model 418P* applies the cleanser, scrubs, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the convenience of working with this single unit... the thoroughness with which it cleans... and the features that make the machine simple to operate. It's *self-propelled*, and has a *positive clutch*. There are no switches to set for *fast* or *slow*—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. (Powder dispenser is optional.) Compactly built, the *418P* also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

Finnell makes *Scrubber-Vac Machines* for small, vast, and intermediate operations, and in *self-powered* as well as *electric* models. From this complete line, you can choose the size and model that's exactly right for *your job* (no need to *over-buy* or *under-buy*). It's also good to know that you can lease or purchase a *Scrubber-Vac*, and that *there's a Finnell man nearby* to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 3111 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

**FINNELL SYSTEM, INC.**

Originators of Power Scrubbing and Polishing Machines



# New Product News

## Dormitory Furniture SE-401

### New Line Made of Metal



A complete new line of metal furniture for college and university dormitories is being introduced by Royal Metal Mfg. Co. The line consists of dressers, chests, wardrobes, cabinets, nightstands, writing desks and tables, mirrors, and beds.

Dressers, chests, desks, nightstands, and similar pieces have modern pedestal-type island base construction, set in from the outside edges of the furniture to permit easier cleaning of the room. The dresser, chest, desk, and table tops are of one-piece, all-welded bonderized metal or self-banded formica. Both are easily cleaned, durable, and resistant to cigarette burns and are replaceable separately. These features, together with all-metal construction of the entire line, make the dormitory equipment fire resistant.

ROYAL METAL MFG. CO., 175 N. Michigan Ave., Chicago, Ill.

## Building Panel SE-402

### In Floors, Ceilings, or Roofs

Detroit Steel Products Co. announces a new building panel product, the Fenestra double hat "D" panel for use in floors, ceilings or roofs. In some cases, the double hat "D" panel, which can be manufactured in lengths up to 33 feet, eliminates use of structural beams. In providing ceilings or floors in single-story schoolrooms, for example, the new panels would span

across from bearing wall to bearing wall.

Designed in accordance with the specifications of the American Iron and Steel Institute, the panels interlock quickly and easily to form sub-floor or a combination ceiling and roof. They are spot welded to supporting structural beams or bearing walls.

The panels will be produced in gages 18 through 33 and will be 24" wide, with depths from 1½" to 7½".

DETROIT STEEL PRODUCTS CO., 2250 E. Grand Blvd., Detroit 11, Mich.

## Cabinet-Projection Table SE-403

### Has Ample Storage Space



The Safe-Lock Combination Portable Cabinet and Projection Table allows for complete storage protection of projector and speaker. The unit is mounted on large, 3" ball-bearing swivel casters (two with brakes) insuring complete mobility for movement of audio-visual equipment.

Other features include ample speaker storage space for any make; a storage shelf for film and accessories, a sturdy lock on cabinet door

and a shock resistant plywood top with surface area designed for dual projection.

The cabinet is 29" x 17" x 42" with 29" x 17" x 24" allowed for speaker storage. Finished in harmonizing buff brown baked enamel, the unit's shipping weight is 70 lbs.

SMITH SYSTEM HEATING CO., AUDIO-VISUAL DIV., 212 Ontario St., S.E., Minneapolis 14, Minn.

## Utility Truck SE-404

### Comes with Trash Bag



The White All Purpose Utility Truck has many uses in institutional maintenance. It is designed to carry cleaning equipment such as mops, brooms, buckets, wringers, etc. A two-bushel trash bag fastens to a special tray that slides out to allow more space on the truck if needed. When not in use, the bag slides under the tray out of the way. The tray is adequate for carrying cleaning materials such as soaps, dust cloths, polish, waxes, etc. The heavily constructed bottom platform will carry full pails of cleaning solution, wringer or other heavy equipment.

This truck utilizes a new type of rubber grip for holding mops, brooms, etc.; it is not necessary to pull the handles up to remove.

WHITE MOP WRINGER CO., 7 Mohawk St., Fultonville, N. Y.

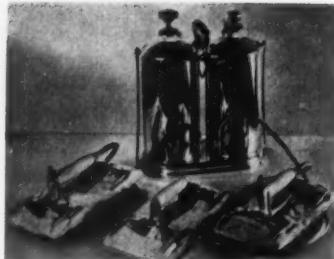
(Continued on page 136)

SE-405

## Wall Washing Machine With Attachment for Moldings

The Wallmaster Wall Washing Machine is called the Little Giant. Weighing only 17 lbs., it is a compact, portable unit which cleans painted walls quickly and inexpensively, restoring the original lustre of the surface.

With the addition of the new Hand-easy attachment, the wall washing machine can be used to clean moldings, stippled surfaces and



patterned ceilings automatically and efficiently.

QUAKER MAINTENANCE CO., INC.,  
124 W. 18 St., New York, N. Y.

SE-406

## Power Sander

### Insures Safer Bus Operation

The Anderson Power Sander is a heavy-duty sanding unit especially designed for installation on buses. It blasts a broad path of traction-producing safety grit under the drive wheels as a road emergency arises. Sure, safe starts and fast stops are assured even on icy streets.

Special features of the unit include dash-mounted control switches for instant operation, heavy duty rotary fan to blast and spread grit under wheels, and machine-gun-acting solenoid to meter grit as it is released.

ANDERSON MACHINE & TOOL WORKS, POWER SANDER DIV., BOX 97, CHASKA, MINN.

SE-241

## the Answer to the Breakage Problem

in the four cafeterias where  
**ELI LILLY AND COMPANY\***  
serves 140,000 meals a month!

Daily food service for over 7000 employees alone is a feat in itself. To this problem, Eli Lilly and Company applies the same skill and planning that has made Lilly one of the great names in pharmaceuticals and medical research.

Lilly cafeterias have been using

\* Merit Award Winner, INSTITUTIONS MAGAZINE'S 6th Food Service Contest.

Wherever style and durability are important,  
Boontonware's top performance is a matter of record.  
Find out what it can do for your food service operation.

See your regular Supply House or write  
us for the name of your nearest Dealer

**Boontonware**  
fine dinnerware fashioned of MELMAC®

Boontonware complies with CS 173-50, the heavy-duty melamine dinnerware specification as developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association.



**BOONTON MOLDING COMPANY, BOONTON, N. J.**

FOR SCHOOLS AND CHURCHES ...

SE-274

# NEW! Samson Folding Banquet Table



## Provides More Strength With Less Weight!

HERE, for the first time, is a cafeteria table that combines real strength with lightness and portability! The new Samson Cafeteria Folding Table has strength to spare, yet is relatively light in weight—easy to set up, carry, stack and store. Damage-resistant top—in choice of Micarta or Masonite—is a breeze to keep clean.

**Sturdy tubular-steel** legs won't fold accidentally—thanks to the Samson Safety Lock! In 6- or 8-foot lengths, 30" wide. Now—at your Samson public seating distributor's.

### FREE! Folding Chair Buying Guide

Puts more than 20 years of experience at your disposal—to help you choose well when you invest in public seating equipment. Write for your free copy.



### NEW!

#### FOLDING TABLET-ARM CHAIR

Ideal for class and meeting rooms. Sturdy 5-ply hard-wood tablet arm. Legs and frame of 19-gauge electrically welded, tubular steel. Both seat and back rest are comfort-contoured.



#### AMERICA'S NO. 1 BUY IN ALL-STEEL FOLDING CHAIRS

Best selection you can make in low-cost folding chairs—the famous Samson 2600 Series All-Steel Folding Chair! Electrically welded, tubular-steel construction. Contoured seat and back rest assure real comfort.



**SHWAYDER BROS., INC., PUBLIC SEATING DIV., DEPT. W-6, DETROIT 29, MICHIGAN**

*Samson Folding Chairs Are Used By Schools And Churches Everywhere!*



**HE WENT UP IN A JET...AND**

# **THE BOOK OF KNOWLEDGE**

THE REFERENCE WORK THAT MAKES CHILDREN WANT TO LEARN

It starts with a question . . . just one. "How does a jet fly?" Johnny wonders. He knows he will find the answer in **THE BOOK OF KNOWLEDGE**. And in a few seconds he has it . . . in an article as technically correct as constant revision can make it.

(Last year alone, 1 out of every 7 pages was completely revised to keep this reference work modern.) But Johnny doesn't stop there. Intrigued by the graphic news-type pictures, fascinated by the easy narrative style, he looks to see what the next article holds . . . and the next. Before long, the mind that asked idly how an airplane flies is buzzing with facts on how an elevator works.

## CAME DOWN IN AN ELEVATOR

Here is a reference work that is unique because it actually makes learning a delightful habit. By thinking the way the child does, in ever-widening areas of interest . . . by stimulating the curiosity that is the teacher's greatest ally . . . **THE BOOK OF KNOWLEDGE** helps to deepen and reinforce the teacher's effort. In 20 large volumes covering 7,607 pages . . . with 15,000 informative pictures (hundreds in full color), and over 31,000 alphabetically arranged index references and cross-references . . . **THE BOOK OF KNOWLEDGE** is proving itself a daily asset in schools everywhere. Have you seen the new 1953 edition?

**Write today for complete information on The Book of Knowledge.**

## THE GROLIER SOCIETY INC.

AND SUBSIDIARY COMPANIES

2 West 45th Street, New York 36, N. Y.

**America's largest publisher of encyclopedias and reference sets**

*The Encyclopedia Americana, Grolier Encyclopedia, The Book of Knowledge, Richards Topical Encyclopedia, Lands and Peoples, The Book of Popular Science.*

SE-408

## Concealed Door Hinge For Toilet Compartment Doors

A new type of hinge suspension for toilet compartment doors which provides both for free swing of the door and positive control of the swing has been introduced by The Sanymetal Products Co., Inc.

Free swinging action has been combined with simple and accurate control. The full suspended load and weight of the door rests on a frictionless-type thrust ball bearing instead of the usual cam mechanism. This new type of suspension, plus the needle rollers in the bearing of the upper hinge have reduced fric-

tion to the point where the merest feather-like touch will move the door in any direction.

A bronze adjustment bushing, located at the base of the bottom hinge, provides positive adjustment for swing of door, rest position of door, and vertical adjustment of door.

THE SANYMETAL PRODUCTS CO., INC., 1677 Urbana Rd., Cleveland 12, Ohio.



SE-409

## Chart Kit For Making Bar, Curve Line Charts

Chart-Pak, Inc., now offers a kit of assorted charting materials for

SE-244



...the floor machine that  
**CLEANS, WAXES  
and POLISHES  
in 1 operation!**

Offers more than ANY other machine—in all-around versatility and performance. Its fast-revolving 16" brush (or steel wool roll) instantly buffs dirt off DRY, whisks it into a vacuum bag . . . applies a thin hard coat of durable bar wax . . . polishes it to a high luster. Does all this in 1 fast operation!

Then with a quick change of accessories, your custodian is ready for all other floor maintenance jobs, too. Besides DRY-CLEANING, WAXING and POLISHING, he can SAND, BURNISH and SCRUB—with this one compact machine . . . in a fraction of the usual time.

OFFICES IN PRINCIPAL  
CITIES



Write today!

Ask for illustrated bulletin  
giving complete details.

G. H. TENNANT CO.  
2540 No. 2nd Street  
Minneapolis 11, Minn.



Heavy Traffic Corridor cleaned in record time with a TENNANT Model "C" Floor Machine.



6 Different Jobs can be done using these easily interchangeable 8" and 16" accessories.

## FLOOR MAINTENANCE SYSTEM

CREATORS OF THE TENNANT SYSTEM OF FLOOR MAINTENANCE . . . MANUFACTURERS OF EQUIPMENT AND MATERIALS FOR MAINTENANCE OF FLOORS, DECKS, ROOFS, HIGHWAYS

bar and curve line charts. This kit includes a plastic board, twenty-eight different patterns on pressure-sensitive tapes, the necessary accessories for application, and instructions for making columnar, bar, line and curve charts.

Narrow tapes, 1/16" and 1/32" wide, have been recently perfected and are also included in the kit. These narrow tapes, in colors and two printed styles, are used for making line and curved charts.

CHART-PAK, INC., 98A Lincoln Ave., Stamford, Conn.

SE-410

## Console Cabinet For 16" Transcription Turntable

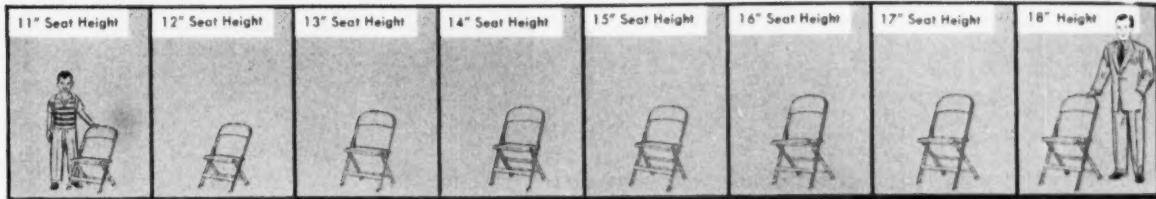


The Model C-7B console cabinet has been designed to house the recently introduced Rek-O-Kut model B-16H three-speed turntable. The console cabinet accommodates the B-16H without the need for screws or bolts. The turntable floats on felt.

The cabinet has two storage compartments, the doors of which swing on piano hinges and are provided with flush ring-latches. The cabinet stands on adjustable leveling casters. An electrical outlet is built-in.

Dimensions are: 33" high, 22" wide, and 20 1/2" deep. Attractively finished in metallic gray.

REK-O-KUT CO., 38-01 Queens Blvd., Long Island City 1, N. Y.



**FOR YOUR EVERY NEED...**

**FOR EVERY AGE**

*from Nursery School to Adult*

*Clarin*  
**Presents the  
ONLY Complete Line  
of Folding Chairs**

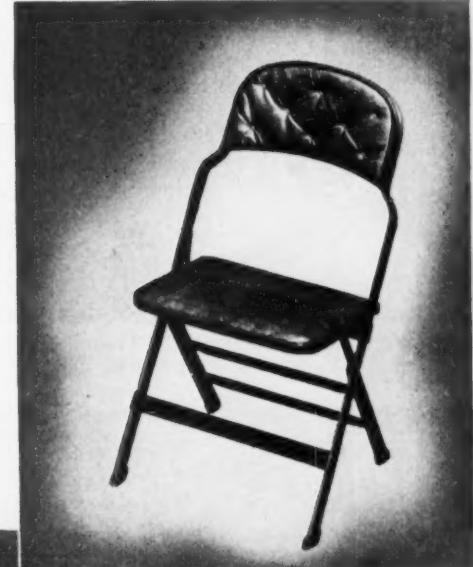
In folding chairs, as in everything else, you get only what you pay for. It's guaranteed, engineered, built-in quality that makes Clarin different from other folding chairs.

Whatever your need, whatever the age you buy for, there is a specially designed Clarin chair to meet that need. Let us prove specifically why Clarin chairs are stronger, safer, more comfortable, more convenient.

**Another CLARIN "First"**

**A Juvenile Chair for Every Age and Height**

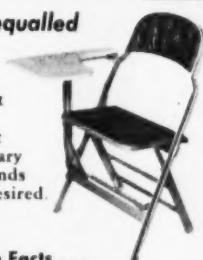
Posture designed—in 11", 12", 13", 14" and 15" seat heights. Clarin offers you a Juvenile chair for every age group, engineered to the highest quality standards. The Juveniles are light, stable, easy to carry. Will not collapse, tip or fold, even though a child stands on them. Because Clarin Juveniles are scientifically designed for comfort and healthful posture, children are far less apt to get restless sitting in them. Available in colors children adore—Fire Engine Red and Kelly Green. Also Opal Grey and Bronze.



**A CLARIN Original—Imitated but Unequalled  
A Tablet Arm Chair That Folds!**

The Greatest Advance in Folding Chair History—The Tablet Arm is a built-in part of the chair—not an attachment.

Yet it folds down out of the way when not needed so the chair can be used for ordinary seating. The entire chair folds flat in seconds to 3" depth. Foam rubber cushioning if desired.



**You be the Judge . . . Get the Facts . . .**

**Make Comparisons . . .** Compare Clarin with any other folding chair and know why only Clarin chairs can satisfy you. Write today for FREE Illustrated Catalog of the only complete line of steel folding chairs. Or, tell us what type of chair you're interested in and let us send or bring you a sample to examine.

*Clarin*

**ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS**

Clarin Mfg. Co., Dept. 20,  
4640 West Harrison St., Chicago 44, Illinois  
I am interested in  Juvenile Chairs  Adult Chairs  
 Folding Tablet Arm Chairs. Number needed \_\_\_\_\_  
 Send full information.  Send catalog of complete line.

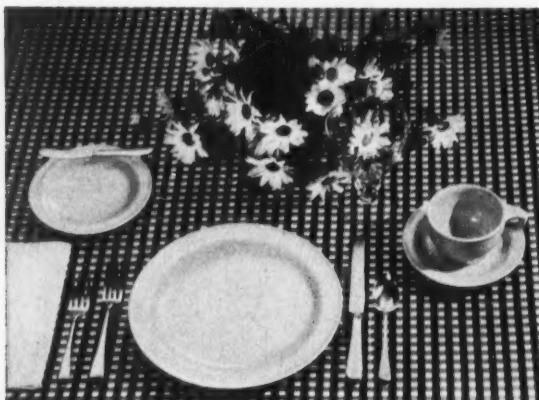
Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_



**Hemco Ware.** Made of Melmac by Plastics Division, Bryant Electric Co., Bridgeport, Conn.



**Meladur.** Made of Melmac by General American Transportation Company, 135 South LaSalle Street, Chicago, Ill.

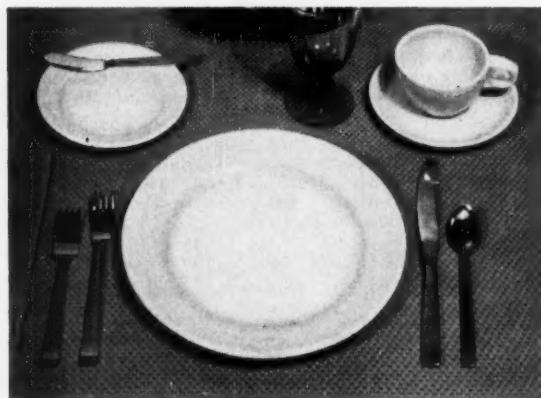


**Prolon Ware.** Made of Melmac by Prolon Division, Prophylactic Brush Co., Florence, Mass.

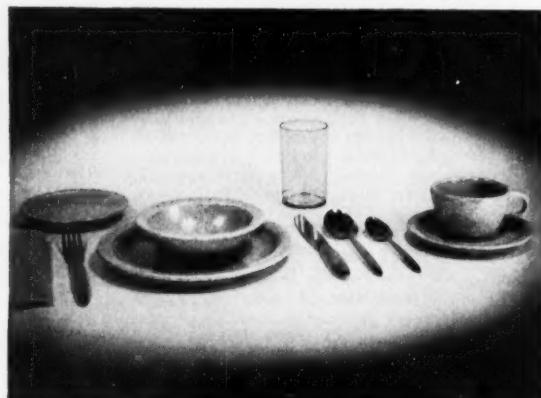


**Lifetime Ware.** Made of Melmac by Watertown Manufacturing Co., Watertown, Conn.

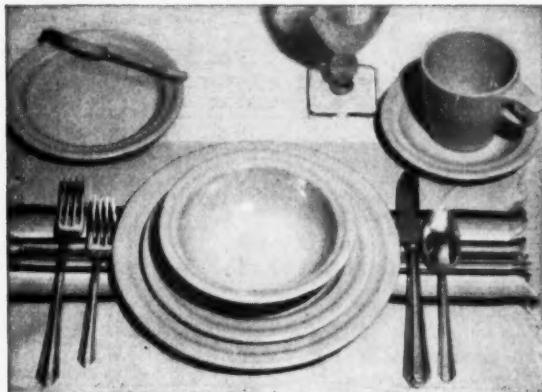
# Break-Resistant



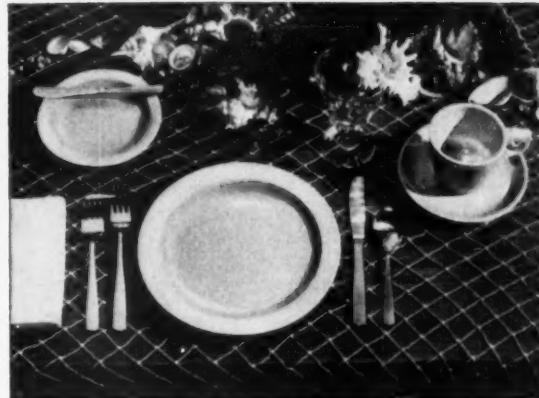
**Arrowhead.** Made of Melmac by International Molded Plastics, Inc., 4387 West 35th St., Cleveland, Ohio



**Dallas Ware.** Made of Melmac by Plastics Mfg. Co., 825 Truck Ave., Dallas, Texas



**Restraware.** Made of Melmac by Applied Plastics Division, Keystone Brass Works, Erie, Pa.



**Boontonware.** Made of Melmac by Boonton Molding Co., Boonton, N. J.

# melmac® Dinnerware

*sparkling colors... smart designs  
they're your smartest buy!*

Choose any of these smart designs in dinnerware made of Melmac molding material . . . and give your tables and trays a new lease on loveliness! Whichever you choose, Melmac comes in colors that "season" your foods — everlasting, lustrous colors that whet appetites for more. Get a few trial sets and you'll want more too — more of Melmac's appetizing sparkle . . . whisper-like quietness in stacking . . . feather-like lightness of weight . . . granite-like durability (it defies breaking, cracking and chipping!). So easy, so safe to wash by hand or in automatic dishwasher. And you'll find it hard to believe

how much Melmac dinnerware cuts down replacement costs!

*Order from your supplier, or contact the manufacturers direct.*




**AMERICAN CYANAMID COMPANY**

PLASTICS & RESINS DIVISION

38D Rockefeller Plaza, New York 20, N.Y.

In Canada: North American Cyanamid Limited, Toronto and Montreal

**Sweeper**

SE-411

**Cleans 100,000 Sq. Ft. Hourly**

The G. H. Tennant Co. announces a newly developed power sweeper

that sweeps over 100,000 sq. ft. per hour in open areas and can be dumped by one man in about 30 seconds.

It covers a 36" wide path and picks up dirt, litter and dust at speeds up to 6 mph. A rotary 21" side-brush increases path width to 48".

A special feature is fast mechanical dumping. With a few turns of a ratchet-type lever, one man can tilt the fully loaded dirt hopper and dump loads weighing up to 700 lbs. This operation only takes about  $\frac{1}{2}$  minute.

THE G. H. TENNANT CO., 2566 N. Second St., Minneapolis 11, Minn.

**Water Cooler**

SE-412

**Is Child-Height**

The Scooler B-14 is a new 30" high water cooler designed to contain the special requirements of capacity, service-suitability and physical stamina essential for effective use in elementary schools.

In all stainless steel, hand polished, or with stainless steel topped cabinet, Duco-finished, the new Scooler is suitable for cafeteria or corridor location.

The unit has an oversize storage reservoir that will serve about 500 children independent of high hourly capacity. There are twin bubblers, amply spaced for two-at-a-time drinking, more than 25" apart.

FILTRINE MFG. CO., SCHOOL ADVISORY SERVICE, 53 Lexington Ave., Brooklyn 38, N. Y.

SE-247

## Lower Automobile Insurance Rates for Teachers?

WILL ROGERS, it was, who said: "To be a teacher, you gotta be good."

Yes, you may have thought so, too, but now statistics prove it.

Automobile accident experience proves that teachers, among other preferred risks, are far more careful than average drivers—have fewer accidents—drive less miles—take better care of their cars.

Although these are reasons enough for the lower rates you should be paying for your automobile insurance, there's also this important factor: when underwriting automobile insurance, a high value is placed on the intelligence and integrity of teachers.

At last, teachers are now winning proper consideration for their careful driving by being recognized as preferred risks.

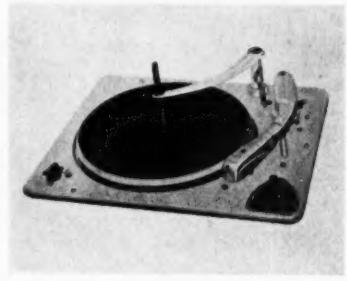
GOVERNMENT EMPLOYEES INSURANCE COMPANY in Washington, D. C., is the pioneer in providing lower auto insurance rates and unexcelled service for preferred risks. This company recognizes the preferential status of teachers and has an established *Educators Division*. By eliminating the expense of agents and brokers, GOVERNMENT EMPLOYEES INSURANCE COMPANY is able to offer you savings of up to 30% from standard rates.

A nation-wide network of over 500 professional, highly-trained claims attorneys and adjusters assures fast, equitable and efficient claim service. To obtain complete information and rates, fill in the coupon below and forward it to the Company. There is no obligation.

EDUCATORS DIVISION		(A Capital Stock Company...Not Affiliated with the United States Government)						
<b>GOVERNMENT EMPLOYEES Insurance Company</b>								
GOVERNMENT EMPLOYEES INSURANCE BUILDING, WASHINGTON 5, D. C.								
NAME _____								
ADDRESS _____								
CITY. _____		ZONE. _____	COUNTY. _____	STATE. _____				
Year	Make	Model	No. Cyl.	Body Style	Purchase Date	<input type="checkbox"/> New	<input type="checkbox"/> Used	/ /
AGE. .... SINGLE <input type="checkbox"/> MARRIED <input type="checkbox"/> (NO. OF CHILDREN) ....								
1. (a) How many drivers in your household under age 25? (Excluding self) ....								
(b) Total percentage of car use by household drivers under age 25? (Excluding self) .... %								
2. Excluding to and from work, is car used in any occupation, profession or business? <input type="checkbox"/> Yes <input type="checkbox"/> No								
3. Estimated mileage during next year? ....								
4. Please send .... auto insurance rate inquiry cards for distribution to my associates.								
120								

**Record Changers**

SE-413

**Have New Speed Change Control**

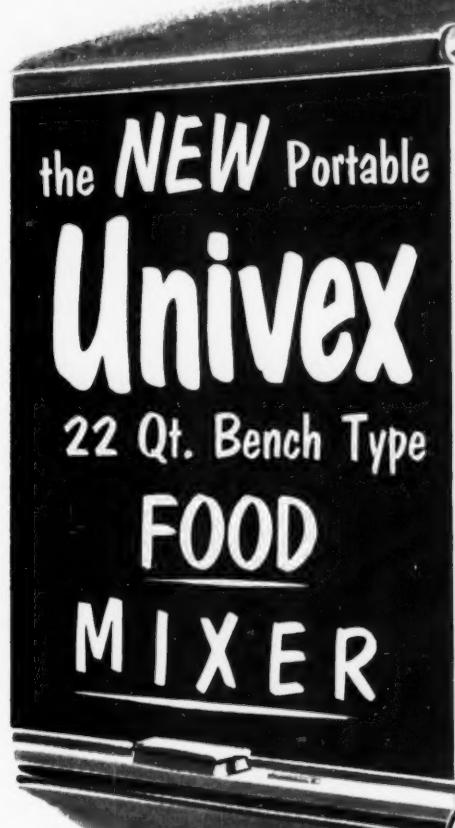
The Collaro Div. of Rockbar Corp. announce two new three-speed record changer models. Both are completely automatic and shut off after the last side is played. The Model 3/532 intermixes 10 and 12 inch records at all speeds. The Model 3/531 does not intermix. Both models are designed for 7, 10, and 12 inch records.

The improved Collaro comes with a new speed change control; a turning knob so designed that it switches smoothly in the selection of the desired speed: 33 1/3, 45, or 78 rpm. Another innovation is the elimination of the intermediary pulleys. The result is that the new models are virtually free from rumble, wow, or flutter. The turntable is precision machined and made of drawn steel, with the top and sides of the table completely covered with rubber.

The record changers are provided with two plug-in cartridge shells. Both are furnished with hardware, and are designed to accommodate all crystal and magnetic cartridges.

THE ROCKBAR CORP., 211 E. 37 St., New York, N. Y.

## INTRODUCING...



it costs **LESS** than others  
it does **MORE** than others

only  
**\$339.50**

- SIMPLIFIED CONSTRUCTION • JUST PLUG IT IN
- SEALED TRANSMISSION • NO SPECIAL WIRING

"UNIVEX" Model 1222 is a commercial type food mixer that's ideal for schools, cafeterias, restaurants, bakeries, hotels, hospitals and institutions because it does so many things so well. Its planetary action (revolving on an axis as it spins) assures a complete mixing operation. Its rugged efficiency means better service for a longer time (simplified transmission head). You can use it anywhere in the kitchen — it's portable. Automatic timers and variable speed controls give you the exact type of mixing operations you need.

The new "UNIVEX" is comparable in performance and quality to any bench-type mixing machine — no matter what the cost! "UNIVEX" gives you *more for less!*

F.O.B. Factory  
(Slightly Higher in the West) Send For Your Data File  
On Univex Products

Check These Important FEATURES

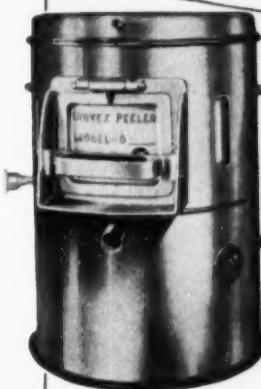
- PORTABLE BENCH-TYPE
- UP TO 22-QUART CAPACITY
- TRIPLE-DUTY CONTROL SWITCH
- AUTOMATIC TIMER
- VARIABLE SPEEDS
- PLANETARY ACTION
- POWER TAKE-OFF FOR MEAT CHOPPER, SHREDDER, ETC.

\*made by the  
makers of  
the FAMOUS . . .

**"UNIVEX"**  
VEGETABLE  
PEELERS

PEELS 20 LBS.  
OF POTATOES  
IN 1 MINUTE

Model D  
**\$139.95**

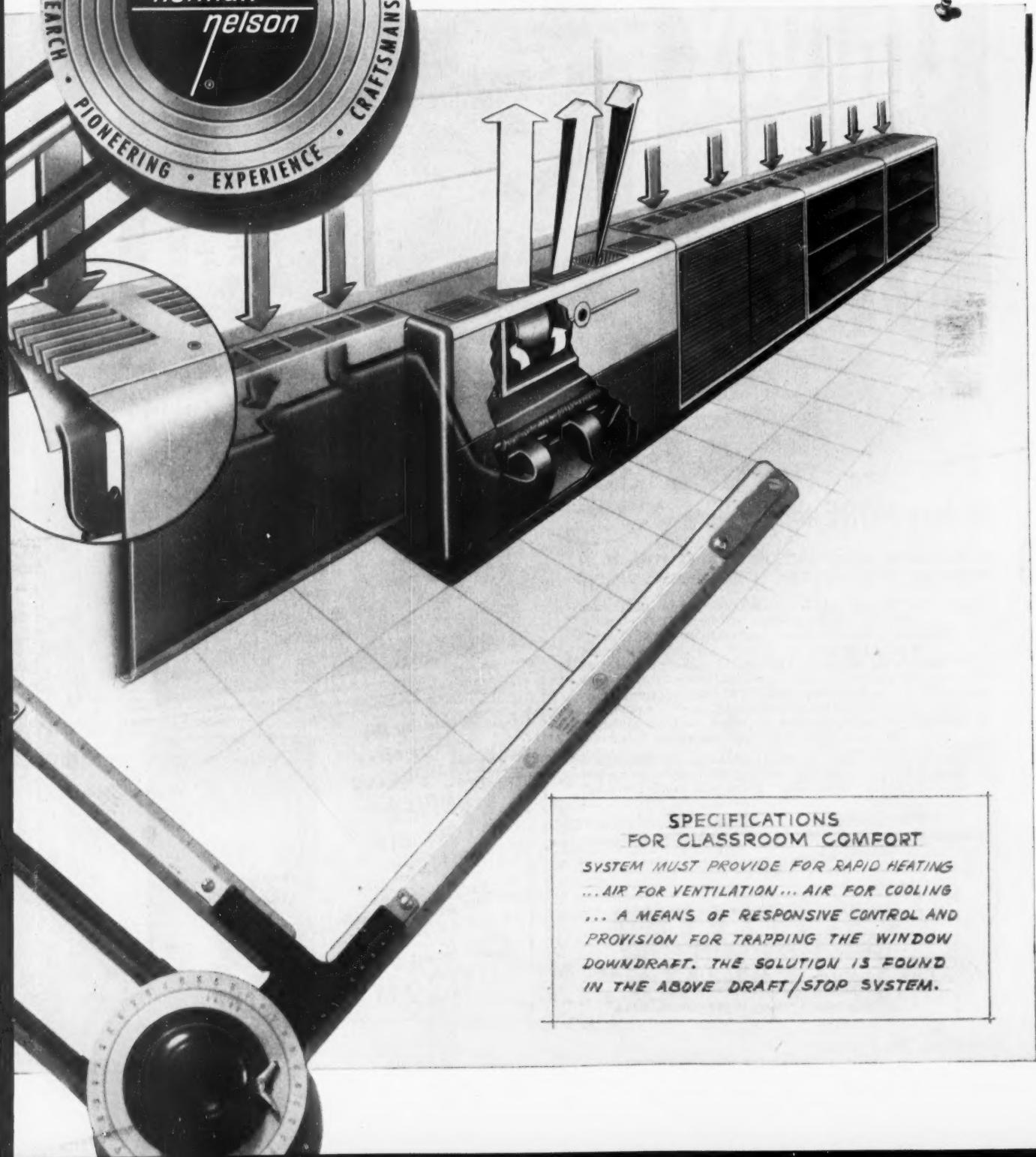


369 MYSTIC AVENUE — SOMERVILLE 45, MASS.

*Mark of Leadership*



# Herman Nelson Leads .



#### SPECIFICATIONS FOR CLASSROOM COMFORT

SYSTEM MUST PROVIDE FOR RAPID HEATING  
...AIR FOR VENTILATION... AIR FOR COOLING  
... A MEANS OF RESPONSIVE CONTROL AND  
PROVISION FOR TRAPPING THE WINDOW  
DOWNDRAFT. THE SOLUTION IS FOUND  
IN THE ABOVE DRAFT/STOP SYSTEM.

# ... in Engineering

Herman Nelson leadership in the field of schoolroom heating, ventilating and cooling, was achieved, to a large degree, by anticipating the ever-changing trends in schoolroom architecture . . . and by engineering the practical solutions.

#### THE PROBLEM

A few years ago, engineers in the heating and ventilating industry were faced with the problem of engineering, designing and then building a system of unit ventilation capable of trapping and controlling the downdrafts of cold air pouring off the much larger window areas used in modern classroom designs.

#### THE INVESTIGATION

Backed by many years successful experience building unit ventilators—Herman Nelson engineers tackled the task presented by the new, and still “modern” classroom designs.

During the period of investigation—many ideas were discussed and discarded. A few reached the planning stage. Still fewer were tried out. The search narrowed to three major ideas. From these three, one system, DRAFT|STOP, was selected.

The engineering department made its report in March, 1950. *This was before* any of today's systems for controlling downdrafts were on the market!

**IDEA "A"—THE CONVECTION SYSTEM.** This idea proposed the use of strip convectors, of limited capacity, placed in back of the cabinet, releasing heated air along the window at the sill.

The system worked, to the extent that it worked at all, only when the classroom as a whole needed heating. It failed to maintain control of the window draft—when cooling was required! This idea also increased installation costs without providing justifiable improvements in performance.

It was discarded by Herman Nelson engineers.

**IDEA "B"—AIR DISCHARGED INTO PLENUM CONDUIT.** This idea was a unit ventilation system that relied on the unit ventilator to discharge air into a plenum duct. Again heating was its prime function and it had the same weaknesses as the Convection System plus an increase in power requirements and in costs.

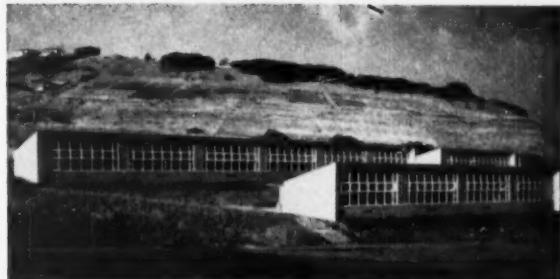
This idea was also discarded by Herman Nelson engineers.

#### THE SOLUTION

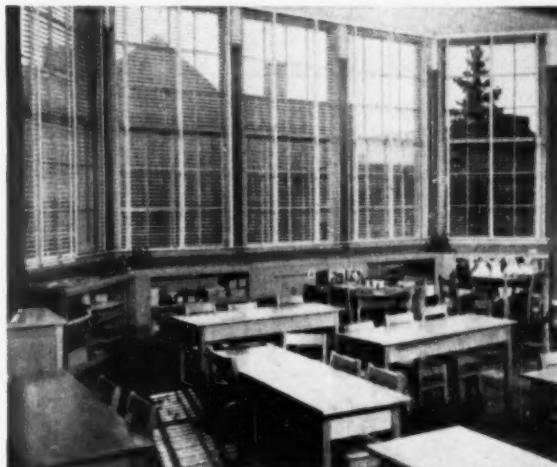
**IDEA "C"—THE DRAFT|STOP SYSTEM.** Here the fundamental weaknesses of the first two systems, were overcome. This system differs from all other types of schoolroom ventilation by intercepting the air cooled by the window *before* it has a chance to spill out into the classroom and cause drafts! Once captured, the cold air stream is never permitted to flow back into the room. And since the DRAFT|STOP system does not attempt to fight the cold downdraft problem by adding heat, *except when such heat is actually needed*—it works equally well under all conditions and at all times: permanently blanking out the downdraft from the window as a source of classroom discomfort.

DRAFT|STOP is the one system that offers a “perfect classroom climate” without drafts in any season—or in any part of the country. This system was introduced to the American market in September, 1950. Architects and engineers, the country over, have since put the “Mark of Leadership” on DRAFT|STOP by specifying and installing it in thousands of classrooms.

Write for complete information and Experience Reports to: Dept. SE-11, Unit Ventilator Products, AMERICAN AIR FILTER CO., INC., Louisville 8, Ky.



The SAN MATEO KNOILLS SCHOOL, San Mateo, California, sits snugly against the roiling California hillside which seems to emphasize the smooth modern lines of this new school. Architectural features include fixed vision-strip windows with a middle opening sash providing an open, picture window effect. All classrooms are North lighted. The DRAFT|STOP installation is in the popular Sahara-tan finish. Architects, FALK AND BOOTH, Consulting Engineers, DEANE AND HILL.



This is an interesting treatment of a bay-window utilizing filler sections and DRAFT|STOP end panels in the HENRY WADSWORTH LONGFELLOW SCHOOL, in Portland, Maine. Superintendent of Schools, HARRISON LYSETH; Architects, MILLER AND BEAL, INC.; Consulting Engineer, FELS COMPANY, INC.



THE W.M. KAEGEBEIN SCHOOL, Grand Island, N.Y., is a typical example of good modern one-story school architecture featuring glass block with vision strip windows and an interesting use of native stone which adds warmth and beauty to the building. School Principal, MISS VERONICA CONNOR; Architects, ROSWELL E. PFOHL, Consulting Engineers, BEMAN and CANDEE; Mechanical Contractors, JOHN W. DANFORTH COMPANY.

**DRAFT STOP**  
TRADE MARK

**HERMAN NELSON**

SYSTEM OF CLASSROOM  
HEATING AND VENTILATING

## Composition Flooring SE-414 Meets Acid, Moisture Conditions

Flexotex is a latex composition flooring designed to meet the need for acid and moisture conditions under heavy traffic loads. The material, consisting of special cements with various aggregates and a liquid latex, can be varied to meet the various situations in problem areas. It is suitable in shower and toilet rooms, kitchen areas around mechanical dishwasher and cooking pot pits, garbage disposal room, etc.

It is possible to make a terrazzo finish with the product for vestibules and other areas exposed to weather

that call for a dressy appearance. The finished product has non-slip qualities. Carborundum and alundum aggregates can be added for additional slip-proof protection. It has been found that ice film forms less readily on Flexotex than on cement slabs.

THE FLEXOTEX CORP., P. O. Box 11, Rockford, Ill.

## Wall Paint SE-415

### Dries in Half an Hour

A new latex base paint, called Professional Ultra Flat Latex, combines economy, speed and single-coat

application with unusual covering and sealing qualities. An absolutely flat finish, it may be sprayed, brushed or rolled on and dries in about half an hour.

Because it gives off no objectionable odor and because it presents no fire hazard when used, the paint is especially suitable for schools. Rooms can be occupied 15 minutes after painting.

The "dead flat" surface eliminates glare, but increases light reflection and diffusion. Once applied, it washes and resists burnishing better than the average flat paint for walls. Available in one and five-gallon containers.

THE GLIDDEN CO., Berea and Madison, Cleveland, Ohio.

SE-250



Portable  
Vacuum  
Insulated  
Sanitary  
Stainless Steel  
Hot Food, Soup  
and Liquid  
Carriers

This is the cover of a factfull, new circular written by School Lunch Directors from five major States telling WHY they are using Portable AerVoid Vacuum Insulated Carriers to expedite their school lunch feeding operations . . . AND SAVE MONEY.

And they go further and tell HOW they are using their AerVoids, and send some dandy pictures of their feeding operations which appear in this folder. Nothing like this interesting folder on modern and advanced centralized school feeding has ever before been available. It's chockfull of ideas!

Use the coupon to ask for copies for  
all of your school lunch executives.

### VACUUM CAN COMPANY

19 South Hoyne Avenue • Chicago 12, Illinois

6

Please send without obligation \_\_\_\_\_ copies of your new school feeding folder "Centralize and Save."

Name \_\_\_\_\_

School \_\_\_\_\_

Street Address \_\_\_\_\_

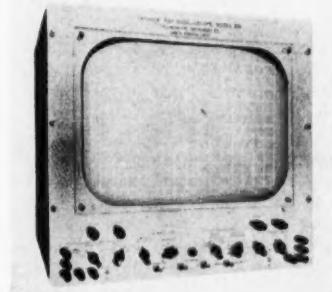
Zone \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

## Oscilloscope SE-416

### Is First Large-Screen Model



A low frequency, precision calibrated Cathode-ray Oscilloscope, using a 21" rectangular direct-view tube, has been introduced for classroom demonstrations and more accurate laboratory measurements. The unit, Model 21A, may be had in custom models to suit any special requirements at the standard price, with exception of any differential in the cost of the Cathode-ray tubes.

This oscilloscope is particularly suitable for large audiences in that wave forms and oscilloscope patterns in classroom and lecture hall are possible for the first time without the use of projection systems. A clear image is provided, without the necessity of darkening the room.

This is the first high sensitivity DC scope with a calibrated time base. Maximum deflection sensitivity is 10 mv peak-to-peak per inch. Extreme stability of vertical and horizontal amplifiers and a regulated power supply make it possible to calibrate the gain controls directly in volts for accurate voltage measurements.

TECHNOMATIC INSTRUMENT CO., 2316 Pico Blvd., Santa Monica, Calif.

# Why is Royal always the number one typewriter in schools?

It's as simple as **ONE, TWO, THREE!**

**ONE!** Royal is easier for the instructor to teach with and the student to learn on. That's because Royal is built with the operator in mind—a typist's typewriter!

**TWO!** Durability is a must for school typewriters. Royal has never compromised with quality . . . only the very finest materials, workmanship and skill go into the making of Royal Typewriters. This means less time out for repairs and less interruptions in student typing schedules.

**THREE!** Schools need the kind of service that only Royal can offer. And Royal's more than eight hundred service centers mean that they offer free instructional demonstrations and provide students and teachers with a wealth of

typing and teaching aids as well as skilled typewriter maintenance.

Of course, these are just a few of the many reasons that keep Royal the continual favorite of American schools and make Royal truly the World's Number 1 Typewriter!

And, may we remind you that in business offices Royal is the  $2\frac{1}{2}$  to 1 favorite among those who type! Quite a consideration for those students who enter the business world!



STANDARD • ELECTRIC • PORTABLE  
Roytype Typewriter Supplies

*This coupon will bring you or your typing classes a free demonstration.  
No obligation, of course.*



Royal Typewriter Co., Inc.  
School Dept., New York, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

Name \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



**NOVOPLY PANELING** saved construction costs when it was used in place of plaster in the Unqua School, Massapequa, L. I. Typical

classroom shows walls and sliding closet doors of Novoply. Panels only need an occasional waxing. Architect: George J. Dippell.

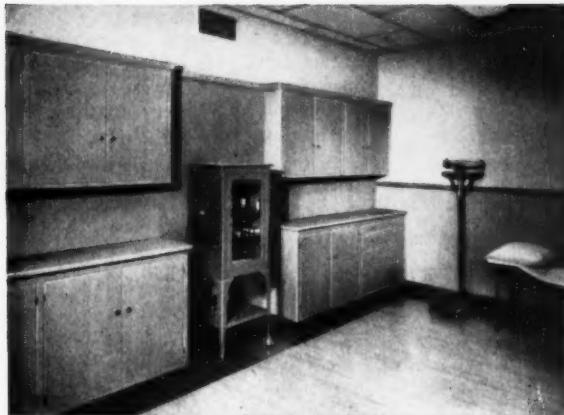
## How beautiful Weldwood cuts school maintenance costs



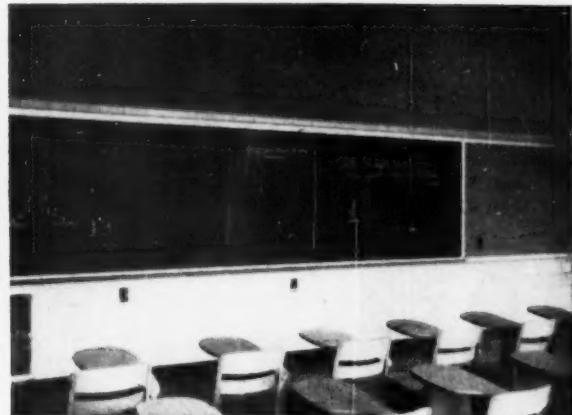
**WELDWOOD OAK PANELS** give reading room inviting, informal atmosphere in the Unqua School. Weldwood hardwood panels grow more attractive with time, retain their beautiful finish indefinitely. Architect: George J. Dippell.



**WELDWOOD BIRCH BUILT-INS** shown here are the picture of functional beauty and orderliness. Natural hardwood grain adds warmth and personality to cabinet doors. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



**BEAUTIFUL WELDWOOD HARDWOODS** used in wainscoting and cabinets of the Health Room in the Unqua School, Massapequa, Long Island, are the picture of cleanliness. The warm natural Weldwood oak paneling is a welcome relief from the usual drab "hospital" look. Architect: George J. Dippell.



**ARMORPLY CHALKBOARD** never needs resurfacing or replacement. Special porcelain-on-steel surface takes chalk beautifully and holds visual aids with magnets. Doesn't scratch, chip, or dent. Bergen County Vocational School, Hackensack, New Jersey. Architect: Lawrence C. Licht.

## No need for frequent, costly redecoration. Weldwood products keep school interiors looking cheerful, well-groomed and attractive for years

Whether you are planning a new school or remodeling an old one, it will pay you to investigate the savings with Weldwood products. For beautiful Weldwood panels require little or no upkeep other than an occasional waxing. They never need painting or redecorating.

**NEW—NOVOPLY®** Consider Novoply, the new wood wall panel which takes rugged treatment and keeps its beauty. The rich "mosaic" look hides nicks and dents, yet the surfaces, which are good both sides, are smooth and stay attractive. Low-cost Novoply is ideal for wall paneling, furniture, and built-ins. Comes in warm pine, or glowing California redwood.

**ATTRACTIVE HARDWOOD PANELS.** Then there's the wide choice of exquisite Weldwood hardwoods, dozens from which to choose, the finest woods imaginable. Weldwood's natural wood grain adds the touch of warmth, infor-

mality and good taste. Here's real practicality and economy. The luxury of genuine wood panels that grow more beautiful with time, need little or no upkeep—and are guaranteed to last the life of the building.

**ARMORPLY® CHALKBOARD.** It will pay you to investigate Armorply® Chalkboard. Hundreds of installations coast-to-coast. Its velvet-smooth green surface takes chalk beautifully. Simple to clean . . . permanently defies abrasions, scratching, chipping, cracking or denting. Will not break or shatter. Easily maintained. Does double duty as a board for visual instruction. Small magnets "pin" visual aids and charts to its porcelain-on-steel surface\*. Guaranteed to last the life of any building.

These are only a few of the Weldwood products that help keep school housekeeping and decorating expenses low. Investigate them all before you build or remodel. For helpful information, write or visit any of the 60 United States Plywood or U.S.-Mengel showrooms located from coast-to-coast; or see your local lumber dealer.

\*The porcelain enamel surface by The Bettinger Corp.

Novoply, Armorply Chalkboard, Weldwood are registered trademarks

# Weldwood®

**United States Plywood Corporation**  
WORLD'S LARGEST PLYWOOD ORGANIZATION

Weldwood Building, 55 West 44th Street, New York 36, N. Y.

and

**U. S.-Mengel Plywoods, Inc.**  
Louisville, Kentucky



DISTRIBUTING UNITS IN 60 PRINCIPAL CITIES

**United States Plywood Corporation**  
Weldwood Building, 55 West 44th Street, N. Y. 36, N. Y.

**FREE:** Please send me literature on  Novoply  Armorply  
Chalkboard  other

SE-11-53

Name.....

Position in school, schoolboard or other.....

Address.....

City..... State.....

## Steel File

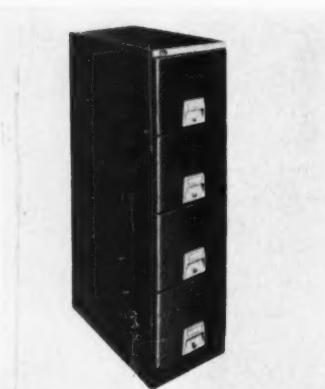
SE-417

### Made of Furniture Steel

The Globe-Wernicke Co. has just announced the reinstatement in the company's extensive steel line of steel filing cabinets, of the improved Let-R-Guard steel file.

This ultra-modern file has a smart aluminum faced trim strip across the top and aluminum faced combination label holders and pulls. It is precision constructed of finest furniture steel. The one-piece top, front and bottom is electro-welded to the wrap-around body to eliminate unsightly seams and corner joints. Drawers glide in and out easily and smoothly at the lightest touch.

The Let-R-Guard Steel File is



manufactured in two- and four-drawer heights. A variety of insert drawers are available to meet varying

SE-253

**Erickson**  
**Fold-A-Way**  
**TABLES - with - BENCHES\***  
**Transform CORRIDOR into**  
**LUNCHROOM**  
**in 6 MINUTES...**  
**with 1 MAN!**

De LaSalle High School, Minneapolis, Minn. 11 Wall - 3 Portable Models - Maximum Seating Capacity 226 Pupils.

Multi-Use of Space Does Not Conflict with Local Fire Ordinances.

**Erickson**  
Fold-A-Way Tables with Benches Feature the Advantages that Make it Possible

- Dual use of space
- Easy to fold and simple to unfold
- Benches fold with table, in one operation
- Lower floor cleaning costs up to 50%
- Save time, labor, upkeep, expense, eliminate noise, confusion
- Portable model can be moved to any location
- Wall model can be hung to existing wall, recessed or enclosed

\*Also available without benches

Wall and Portable Models Give 100% Flexibility to any Area.

ONE Custodian unfolds the 11 wall model tables with benches in the photo (left above) wheels out and unfolds three portable model tables with benches in 6 minutes!

**PLANNING ASSISTANCE**

Send us your floor plan. Our engineers will plan your lunchroom, gym cafeteria, corridor or classroom, new or old, to give you the best seating arrangement and room flexibility. Or ask for our new, descriptive bulletin.

**HALDEMAN-LANGFORD**  
MANUFACTURING COMPANY  
2582 University Ave.  
St. Paul 14, Minn. Phone: NEster 6139

office requirements. Files are finished in a choice of gray, green, grained walnut, and grained mahogany, with or without automatic locks.

THE GLOBE-WERNICKE Co., Cincinnati 12, Ohio.

## Curtain Track

SE-418

### In 6, 8 and 10 Ft. Lengths

Roll-O-Long Curtain Track is serviceable and durable enough to stand up under intensive and rough use. Ease of operation is assured by either pull cord or small electric control.

The track is made of extruded aluminum so shaped to give strength capable of supporting greater curtain weights than other tracks of equal size and cost. To get the desired length of the Roll-O-Long Track, an 8" sleeve was designed for splicing two sections of the track together. To make for easy installation, the bracket for fastening is identical with this splicing sleeve, but only one inch in length.

VALLEN, INC., 225 Bluff St., Akron 4, Ohio.

## Flame-Proof Bag

SE-419

### For Furnace Cleaners



A new flame-proof disposable latex paper bag is now standard equipment on all furnace and boiler cleaners made by Empire Chemical Products Co.

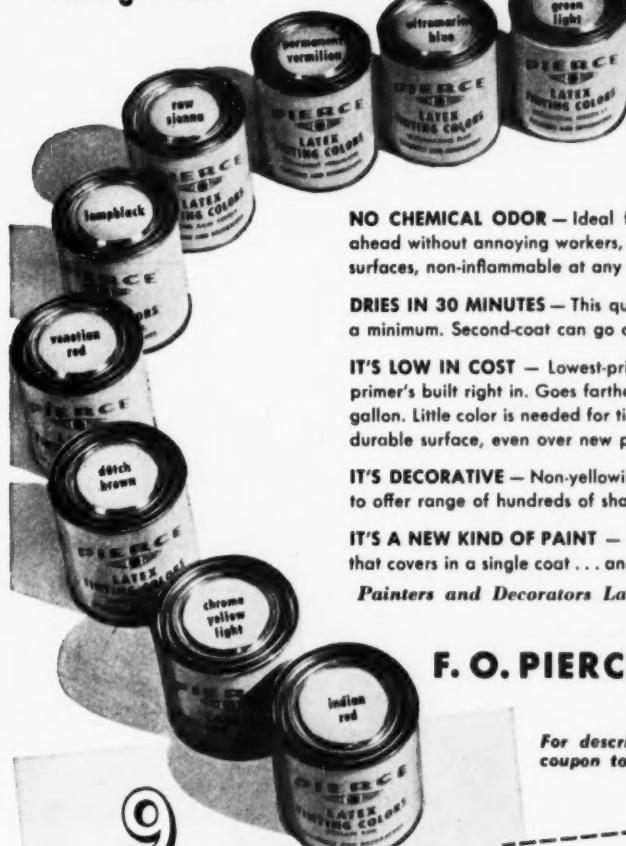
The new latex material is said to have three times longer life than the ordinary disposable paper bag. Its safety factor provides a higher measure of protection than is usually possible.

EMPIRE CHEMICAL PRODUCTS CO.,  
10 Longworth St., Newark, N. J.

# Now-A Low-Priced LATEX PAINT

FOR ALL  
INTERIOR  
DECORATING

with 9 specially  
developed LATEX  
tinting colors



9

### LATEX TINTING COLORS —

permanent vermillion, chrome yellow light, monastral green light, venetian red, ultramarine blue, dutch brown, raw sienna, Indian red, lampblack.

1/2 pt. and 1 qt. cans

# PIERCE Painter's & Decorator's LATEX FLAT

PIERCE  
PIERCE PAINT  
Painter's & Decorator's  
LATEX FLAT WHITE  
PIERCE COMPANY

**NO CHEMICAL ODOR** — Ideal for factories, offices, institutions. Painting can go right ahead without annoying workers, customers or passing traffic. It's fire-retardant to applied surfaces, non-inflammable at any time, absolutely non-toxic.

**DRIES IN 30 MINUTES** — This quick-drying feature saves time and cuts inconvenience to a minimum. Second-coat can go on three hours later.

**IT'S LOW IN COST** — Lowest-priced latex paint on the market! Needs no priming, the primer's built right in. Goes farther because of high hiding power, excellent coverage per gallon. Little color is needed for tinting — because these colors are stronger. Gives a hard, durable surface, even over new plaster!

**IT'S DECORATIVE** — Non-yellowing, permanent white — with 9 smart latex tinting colors to offer range of hundreds of shades.

**IT'S A NEW KIND OF PAINT** — Painters and Decorators Latex Flat is a latex-base paint that covers in a single coat . . . and dries to a hard smooth finish that's scrubbable!

*Painters and Decorators Latex Flat in gallon cans of non-yellowing white*

**F. O. PIERCE COMPANY** Long Island City 1, N. Y.

Famous Paintmakers Since 1847

For descriptive folder and information, attach this coupon to your company letterhead and mail today.

**F. O. PIERCE COMPANY**

2-33 50th Ave., Long Island City 1, N. Y.

Please send me complete information on PAINTER'S AND DECORATOR'S LATEX FLAT.

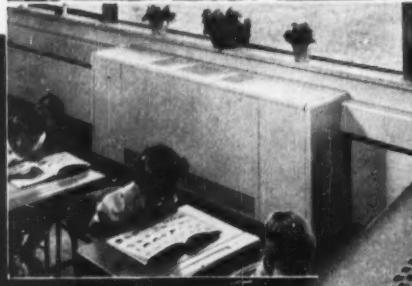
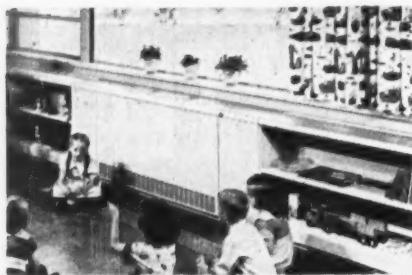
Name \_\_\_\_\_

Address \_\_\_\_\_

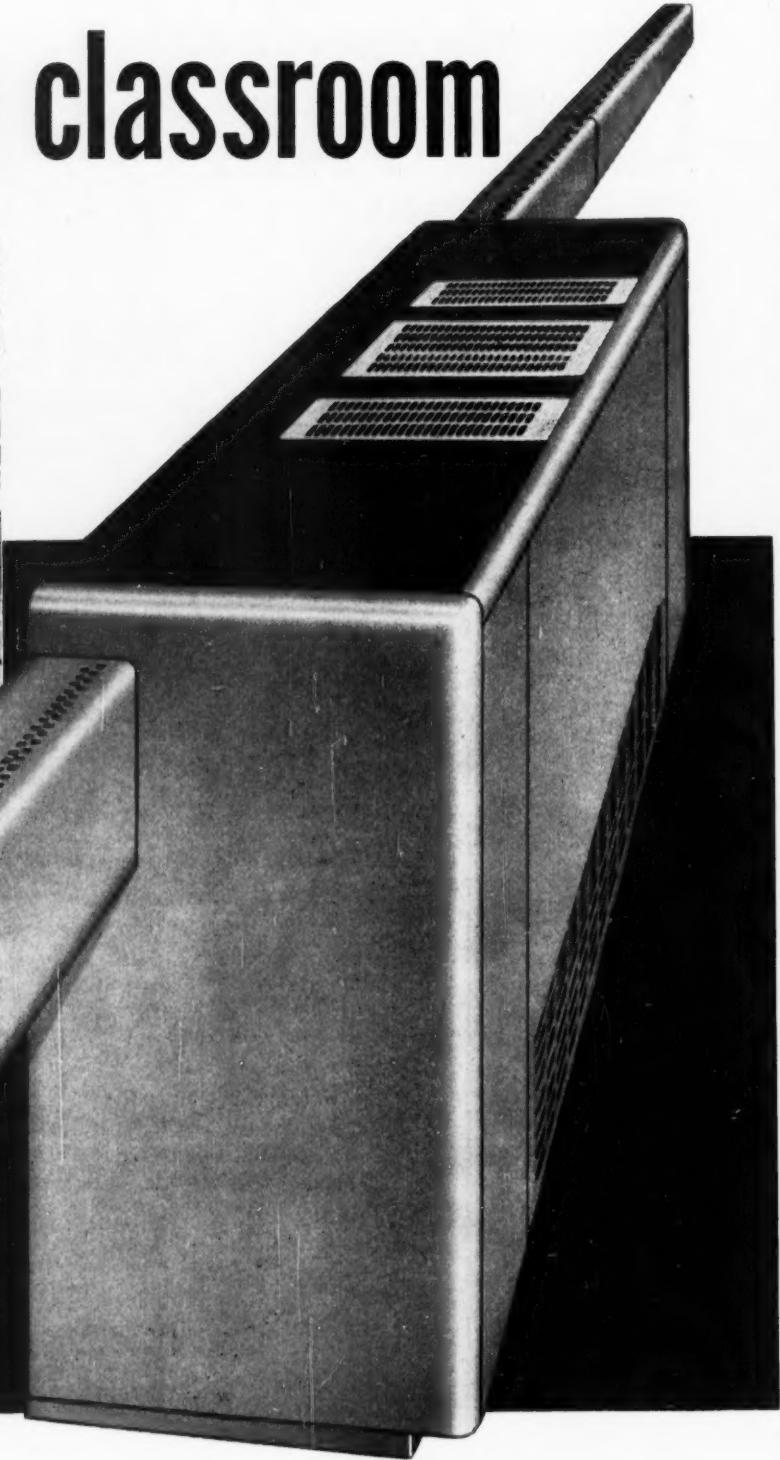
Zone \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_

# Now! Stop classroom



Available with...  
or without shelving



The exclusive new **TRANE**

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

# drafts before they start!

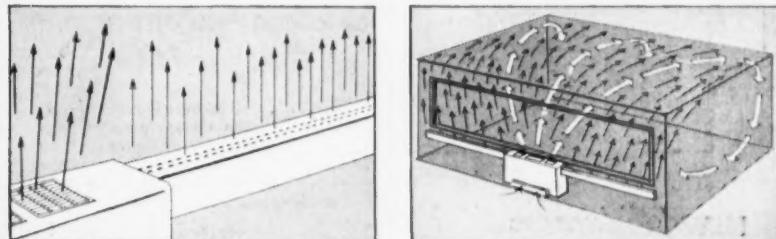
**New! Exclusive Trane Unit Ventilator System creates Kinetic Barrier which (1) stops window downdrafts every minute room is occupied, (2) improves distribution of heated and ventilated air, and (3) operates quietly —virtually noise-free.**

Not since the first unit ventilator has there been such a significant improvement in school comfort.

The new TRANE Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

**How Trane System differs.** The use of *warmed* air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since *cooling* is required about 75% of the time due to high heat gains. The new TRANE system differs in that it is effective *at all times*—during cooling as well as heating cycles. *It operates every minute the room is occupied . . . even when the heat is off.*

#### HOW TRANE *Kinetic Barrier* SYSTEM WORKS



**Outdoor and room air** is drawn into the TRANE Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then *forced upward* from the central unit and from lateral extensions along the entire window wall.

**Rising air creates *Kinetic Barrier*** which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

**Report describes new system in detail.** Just published. Contains results of an investigation of the TRANE *Kinetic Barrier* System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The TRANE Company, La Crosse, Wis.

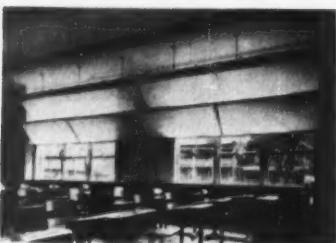
**Trane matched products fit every school need . . .** Convector • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.

## Kinetic Barrier system of Unit Ventilation

EQUIPMENT • The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto • 87 U. S. and 14 Canadian Offices.

## Light Diffuser Panels SE-420

### For Low-Cost Light Diffusion



The installation of light diffuser panels made of Fiberglas fabric converts even the most intense sunlight

into soft, glare-free light that is diffused evenly throughout the room.

Installation is simple. Wooden frames with Fiberglas fabric drawn taut over them are fastened to window sashes at the proper angle. The low cost makes them particularly appropriate for older schools where the cost of extensive renovations for light diffusion is prohibitive.

Fiberglas fabric will not burn and will not rot, even after prolonged exposure to bright sunlight. The only maintenance required is an occasional washing in warm water and soap.

OWENS-CORNING FIBERGLAS CORP.,  
16 E. 56 St., New York 22, N. Y.

SE-421

## Bit Gauge

### Is Fully Adjustable

The new No. 47 Bit Gauge, made by Stanley Tools, is fully adjustable and will not mar surface of work.

The clamp is quickly attached to the shank of any auger bit 3/16 to 16/16 sizes. The spring is then adjusted for correct depth of hole desired. An extra turn of the clamping nut locks all parts in place. When the predetermined depth of the hole is reached, the tip of the spring contacts the surface of the wood. If boring continues, the spring bends but won't mar the surface.

The gauge is particularly useful for school shops as there are no loose parts to be lost.

STANLEY TOOLS, New Britain, Conn.

SE-256



**Two great NEW PROJECTORS**  
by  
American Optical

**NEW "Educator 500"**  
For 2 x 2 Slides and Filmstrip

Few 750 watt projectors match the brilliant picture quality of this superb 500 watt instrument—and none offer so many exceptional features. The *Educator 500* projects 2 x 2 slides and single or double frame filmstrip—instantly switching from one to the other.

New Patented Filmstrip Unit guarantees safety to film. Pressure plates open before film is advanced; close after frame is in position. No more scratched or damaged film.

Patented Autofocus Changer feeds slides on one side, ejects them automatically from the other. All slides are automatically focused without readjusting.

Front rotates 360° to assure easy centering and upright frames. Choice of Americote 3 1/2", 5", or 7" lenses. Safe, fan cooling—quiet AC motor.

All optical elements guaranteed against heat breakage. American Optical makes the most complete line of still projectors.

### LARGE APERTURE "Opaque 1000"

Now . . . AO high standards of performance from an opaque projector with 10" x 10" aperture! Years of research by AO Optical Scientists make possible the finest projector to reproduce complete pages and also provide:

- Bright, clear images in semi-darkened rooms
- Even illumination over entire screen
- Crisp, true color reproduction

The New AO Opaque 1000 brilliantly projects entire printed or written area of books, letters, work sheets—as well as innumerable opaque specimens. Blower keeps copy safely cool without a trace of "flutter". New "self-locking" plates simplifies insertion of material. Rack and pinion permits needle-sharp focusing. Spring loaded elevating legs are amazingly easy to adjust. Accessories include new "AO-LITE" Spot of Light Optical Pointer and roll feed attachment for continuous, effortless insertion of material. By far, the world's finest opaque projector.

MAIL COUPON TODAY FOR FREE LITERATURE

American Optical  
PROJECTORS  
BURLSEA, MASS.

Signed \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_

Please send me information on . . .

- Slide & Filmstrip Projectors
- Opaque Projectors
- Lantern Slide Projectors (3 1/2" x 4")
- 35mm Slide Projectors (2 x 2")

SE-422

## Floor Cleaner

### Provides Maximum Portability



The Premier Model 908G is a heavy-duty floor cleaner that provides maximum portability and meets normal maintenance requirements at extremely low cost. The cleaner is designed to permit quick conversion of the motor unit to a powerful blower by removal of the filter bag and substitution of a blower coupling and guard, provided as standard equipment.

The unit has a 1 hp, 115 volt, ac/dc motor, with ball-type bearings packed in lubricant for long life. Container capacity is 1.04 bu. of dry dirt, or 10 gallons of liquid for wet-pickup. Made of heavy sheet steel, the container is finished in a smooth, easily cleaned metallic gray. Casters are soft rubber tread with top swivel bearings.

Specially woven for maximum cleaning efficiency, the filter has 1625 sq. in. of filtering area.

PREMIER CO., St. Paul, Minn.

# To all educators:

Make your teaching more effective and enjoyable—use  
"Ten-Twenty" Universal Desks and "Flexi-tables" in your classroom.



For individual desk work, seat your students in "Ten-Twenty" Universal Desks. They are the only desks that can give them comfortable cradleform seating in every posture position; ten and twenty-degree desk-top slopes for reading, writing, art work; a level desk top for manipulative work. The fore-and-aft seat adjustment assures proper working distance, and *eliminates distracting chair scraping noise*. Your room will always have desks of the correct size, too, because each desk and seat is easily adjusted for proper height.

For group work, add some "Flexi-tables" and Envoy Posture chairs to your classroom equipment. Only "Flexi-tables" permit widest variety of arrangements for groups of all sizes. Every bit of floor space can be used for teaching activities by fitting L-shaped "Flexi-tables" in the "extra" corners, and Trapezoidal-shaped "Flexi-tables" along clear wall space. Twin oval-shaped supporting standards make ingress and egress easy, as compared with conventional four-legged tables. Companion Envoy chair encourages good posture, accommodates wide range of child sizes. For more grouping ideas, write for "Flexi-table" brochure.



**American Seating Company**

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities  
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

## Drainboard Mat

SE-423

### Helps Prevent China Breakage

Edward Don & Co. are distributing the new Muffle Mat. As a drainboard mat, it practically eliminates all the noise from clattering dishes, and helps prevent china and glass breakage. The mat may be sterilized by boiling or autoclaving and the bacteria count is lower in glasses placed on the matting than those placed on a cloth.

Muffle Mat can be easily cut to desired size. Made of pure DuPont Neoprene thickly coated over an ex-

panded fibre core. Size: 3/16" thick x 26" wide, 50 ft. per roll,  $\frac{1}{8}$ " openings in diamond shaped pattern. Available in four colors: green, yellow, red, and white.

EDWARD DON & CO., 2201 S. La-Salle St., Chicago 16, Ill.

## Snow Plow

SE-424

### Is Self-Propelled

Snow removal from walks, driveways and outside areas of schools is simplified by the new industrial

SE-258

**YOU TAKE THE First STEP  
WE'LL TAKE THE Second**



### WITHOUT COST TO YOU

**1<sup>ST</sup>**

You send us  
your School Laboratory  
Floor Plans.

**2<sup>ND</sup>**

We'll send  
you carefully engi-  
neered layout.



Wall Sink No. 210

More and more School Boards and School Executives are taking advantage of this helpful service rendered without cost by Keweenee's staff of Laboratory Engineers. You, too, will want to profit by Keweenee's 50 years of experience in equipping America's finest School Laboratories.

#### It's a good plan to rush floor plans to Keweenee—early.

- You'll save time and money
- You'll insure better use of floor space
- You'll enjoy greater working convenience
- You'll provide for future expansion
- You'll avoid chances of costly mistakes and regrets

If they're ready—send your Floor Plans Today. But if your building program is not that far advanced, and you simply want to see what Keweenee has to offer in modern Cabinets, Storage Cases, Wall Cases, Laboratory Desks for all the sciences, Instructors' Desks, Sinks and latest design Fume Hoods for handling radioactive and toxic materials, etc., ask for Catalog and helpful literature of Keweenee School Laboratory Equipment. See how carefully every piece is designed for teaching and working convenience, superquiet operation, and lasting service.

Please specify whether interested in wood or metal laboratory equipment.

#### ADDRESS:



J. A. Campbell, President  
5031 S. Center Street • Adrian, Mich.  
Sales Representatives in Principal Cities



size Jari Champion Rotary Snow Plow. This maintenance unit operates on the same snow-throwing principle as highway rotary snow plows and is amply powered for handling large snow volume by a 2 1/2 hp, 4-cycle engine. It is self-propelled so that it requires no physical effort even in deep snow.

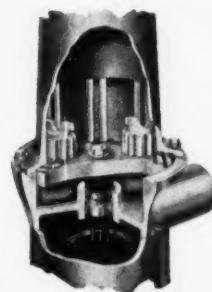
The Jari Champion has a two-wheel drive. Hardened steel pinions engage notches in semi-pneumatic rubber tires. The machine has a rotary rake for breaking up hard, packed snow, and its open-end construction permits efficient handling of wet, slushy snow. It clears a 20" path in one pass and operates successfully in drifts 36" high.

JARI PRODUCTS, INC., Minneapolis 8, Minn.

## Waste Disposer

SE-425

### Liquifies Food Wastes



A new Food Waste Eliminator, Kitchen Pigs, is a scientifically designed three-way grinding mechanism constructed for heavy-duty use. Positive crushing and grinding action is accomplished at high speed. Then a precision milling section liquifies all food waste after which it is force-pumped into the sewer drain. The unit completely disposes of all raw or cooked food waste at once.

Standard accessories for automatic pre-rinse and scraping facilities are easily adapted to any Kitchen Pig model.

KITCHEN ENGINEERING, INC. OF CALIFORNIA, 1646 Eighteenth St., Santa Monica, Calif.

# FREE DEMONSTRATION of this Classroom Visual Aid



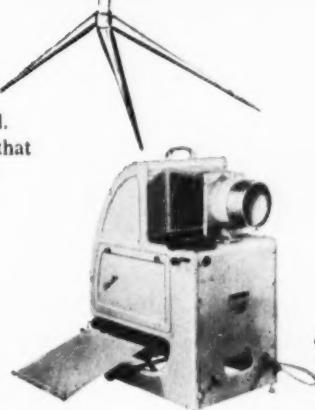
## ...HELPS SCHOOL BOARD SOLVE PROBLEMS!

Opaque Projection with the VU-LYTE is one of the best methods known to communicate ideas, get facts across so they're remembered. Every day, Educators find more proof that this classroom teaching tool is the most effective they have ever used!

- Audience participation is heightened
- Meetings take on a new interest
- Subjects are easier to grasp
- Information is retained longer
- Emphasis is given to the proper point—at the proper time
- Discussions are more lively

With the Beseler VU-LYTE, anything can be projected in its natural colors. Pictures, diagrams, plans, budgets, solid objects, newspaper and magazine clippings, books, blueprints. No preliminary preparation of material is necessary. The VU-LYTE can deliver a screen image of over 10' high, perfect for Public Meetings.

You'll be amazed at how the VU-LYTE gives expression to your full Executive potential. Mail the coupon now for a Free Demonstration. No obligation of course.



The Projector  
with the Built-In  
Pointer!

Beseler VU-LYTE Representative demonstrates to School Board of Education of the East Meadow Public Schools, N. Y. Hundreds of School Boards use the Classroom VU-LYTE Opaque Projector at Public Meetings. Budget figures, architectural plans, School Improvements are explained quicker, easier, better with the VU-LYTE.

CHARLES *Beseler* COMPANY  
EST. 1849  
60 Badger Avenue, Newark 8, N. J.

Charles Beseler Co., Dept. E-11  
60 Badger Avenue, Newark 8, N. J.

Gentlemen:

Please arrange for a Free Demonstration at my convenience.

Name \_\_\_\_\_

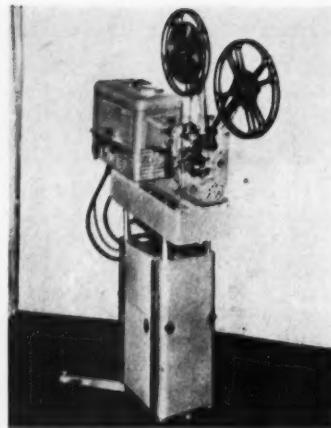
Address \_\_\_\_\_

## 16mm Arc Projector SE-426 Is Completely Portable

A completely new and portable 16mm arc motion picture projector, the Victor 1600 ARC, has been perfected by Victor Animatograph Corp. Sixteen hundred lumens are delivered on the screen for a full 58-minute show using one set of carbons and operating at 30 amps.

The unit consists of three easy-to-carry pieces: rectifier, speaker, and arc lamp house. These units can be assembled in less than five minutes.

The all-new rectifier, which serves as a base for the complete unit, has stabilizing swing-out legs with built-



SE-426

**NOW! the strength  
of STAINLESS STEEL  
is added to MASTER  
PROTECTION**

WRITE FOR LOW SCHOOL PRICE

TWO YEAR GUARANTEE

in floor levelers for easy set-up on uneven floors.

The unit is finished in scratch-resistant, mildew-proof, Victor Sage-Green with satin chrome trim.

VICTOR ANIMATOGRAPH CORP., Davenport, Iowa.

## Folding Chair SE-427 For Flexible Seating Requirement

Game-time, Inc. have purchased the Bayline (Acme Chair Co.) line and now offer a new tubular all-steel folding chair of rigid construction in a variety of colors. The architectural design of present day structures which are used for auditorium as well as for gymnasium and other purposes require seating changes quickly. The new Game-time chair effects an easy change and reasonably small storage space when not in use.

GAME-TIME, INC., Litchfield, Mich.

## Pencil Vendor SE-428 Pencils Imprinted with School Name



The Automatic School Pencil Vendor has been developed as a source of income for school athletics, general organization fund, Parent-Teacher Association activities, etc. The machine is completely automatic and of foolproof design; there are only two moving parts. No upkeep is necessary.

The pencils are available in your school colors, imprinted with the name of the school.

Dimensions of the vending machine are: 16½" high, 6½" deep, and 10½" wide.

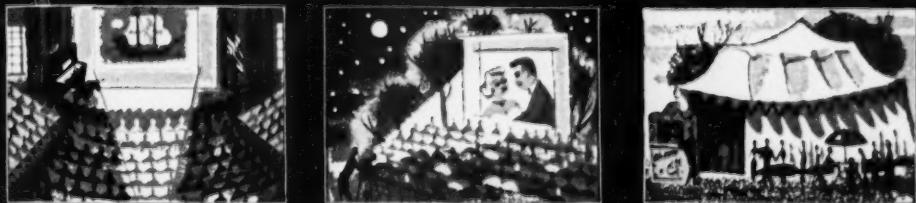
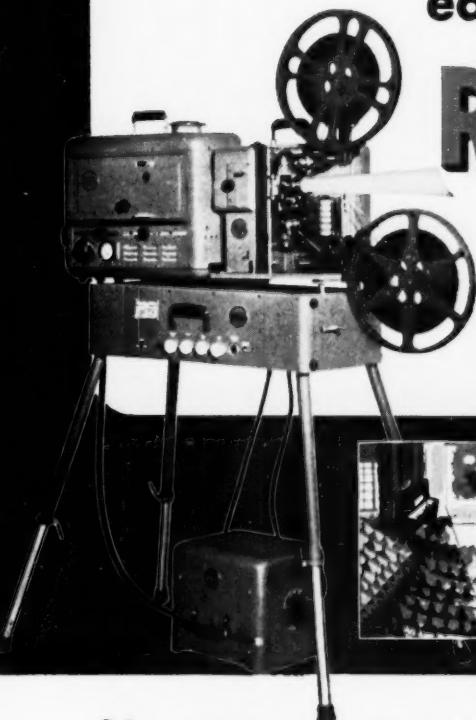
RELIANCE PENCIL CORP., 22 S. Sixth Ave., Mt. Vernon, N. Y.

# NOW

## SHARPER, CLEARER, MOVIES

for large audiences in industry, business,  
education and entertainment...

# RCA PORTO-ARC 16mm PROJECTOR



**M**ORE LIGHT than ever thought possible with a 16mm projector assures users of the RCA Porto-Arc Projector of sharp, clear and bright pictures on the screens of large auditoriums.

Industry, business and education can now show 16mm films at their best in company or school auditoriums...in tents at road shows, in fairs in rural areas, and to groups gathered outdoors.

RCA's new Porto-Arc 16mm Projector operating at 30 amperes delivers up to 1600 lumens, providing brilliant screen images on screens as wide as 20 feet. When operating at 10 amperes, the 750 lumen output provides brilliant pictures on screens up to 15 feet wide, and one set of carbons burns over two hours.

The powerful amplifier is especially designed for 16mm reproduction of speech and music at high levels with the best sound quality. It provides all the power output needed for a wide choice in speaker setups—from single or multiple portable speaker units to theatre-type systems, and it also provides microphone and record player inputs for public address.

RCA's Porto-Arc Projector incorporates the superior professional features and top-quality workmanship of the famous "400" projector. These include dependable operation . . . "thread-easy" film path . . . the time-proved "400" mechanism.

This rugged and completely portable 16mm projector disassembles into 5 easy-to-carry cases. It can be set up or taken

down in five minutes. The suitcase type projector stand has adjustable, non-slip legs and an elevating mechanism. It provides ample storage space for its legs, carbons and other accessories.



We'll be pleased to send you information on RCA's complete line of 16mm projectors.

#### MAIL COUPON FOR LITERATURE NOW

VISUAL PRODUCTS, Dept. 109W  
Radio Corporation of America, Camden, N. J.  
Please send me information on the new RCA  
16mm Porto-Arc Projector.

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_



VISUAL PRODUCTS  
RADIO CORPORATION of AMERICA  
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

## Vacuum Cleaner SE-429

### For Wet or Dry Pick-Up

The Saf-T-Vac is quiet in operation, having multi-stage turbine fans which suck instead of pound the air. The accumulation of dirt, litter and water is trapped in a 15-gallon, heavy gauge steel tank with electro-welded seams. The tank is anti-corrosive treated inside, with a crackle finish on the outside.

The unit features a By-Pass Motor which is contained in an extra large housing permitting the full vacuum or blowing power of the unit. The filter is also extra large preventing

the retarding of the flow of air and efficiency of the motor vacuum unit.

CONTINENTAL CAR-NA-VAR CORP.,  
1754 E. National Ave., Brazil, Ind.

## Electrical Kit SE-430

### For Elementary, Jr. H. S. Use

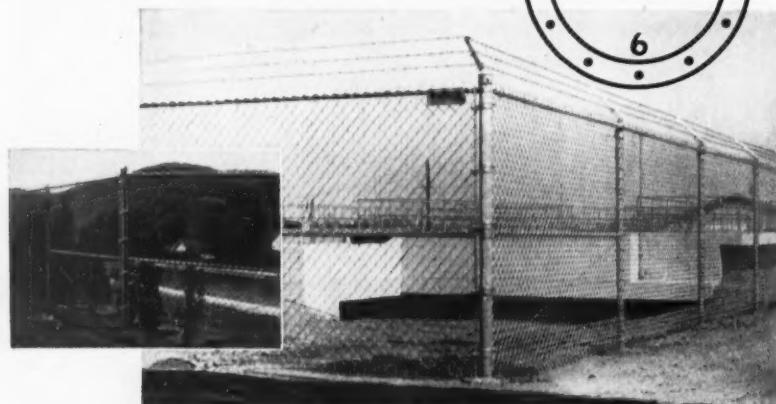
The Electrical Kit is a packaged project that makes it easy to instruct pupils in the principles and practices of basic electricity. The materials supplied in the kit enable members of the class to do 28 separate experiments, illustrating the basic prin-



ciples of electricity and to build 9 separate operating electrical instruments showing the application of these principles. These include: switch, power pack, buzzer, motor, fuse, electro-magnet, compass, and two telegraphic sender-receiver sets. The Handbook contains full instructions to cover all projects and is prepared for use by the children themselves. A 24-page Teacher's Manual is also included.

MODELS OF INDUSTRY, INC., 2804  
Tenth St., Berkeley, Calif.

## all-around protection



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With a Realock Fence you have protection that's all around your grounds . . . all around the clock—an ever-present, ever-vigilant guard against arson, burglary, vandalism and other costly hazards.

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THE COLORADO FUEL AND IRON CORPORATION  
BRANCHES IN ALL KEY CITIES

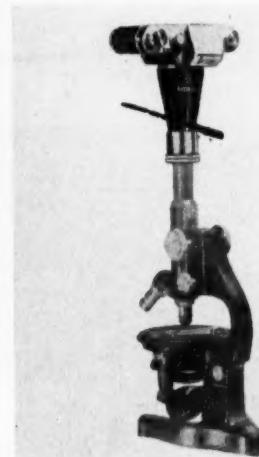


1943

162

## Camera Adapter SE-431

### Fits Camera to Microscope



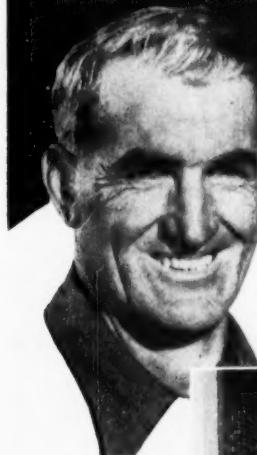
A new Rectaflex accessory, the Amic Adapter, fits the Rectaflex 35mm camera to the ocular tube of any standard microscope. When the camera is mounted into position, the specimen on the microscope stage may be observed through the Rectaflex eye-piece. Focusing is carried out directly on the ground-glass and the effects of interposed filters can be easily evaluated. With this adapter, it is a simple matter to set the camera in any desired position in relation to the microscope stage.

If the microscope to be used is not standard, the adapter can be made to order to fit the dimensions of the specific microscope.

DIRECTOR PRODUCTS CORP., 570  
Fifth Ave., New York, N. Y.

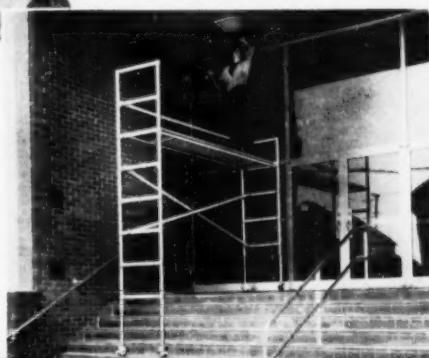
THE SCHOOL EXECUTIVE

# "We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

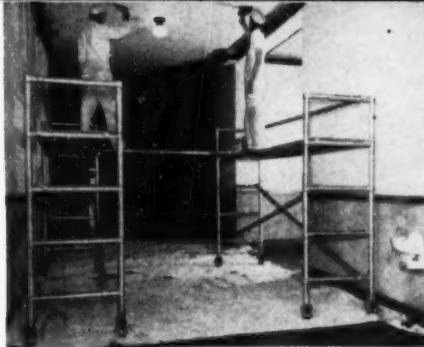


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➤



## UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



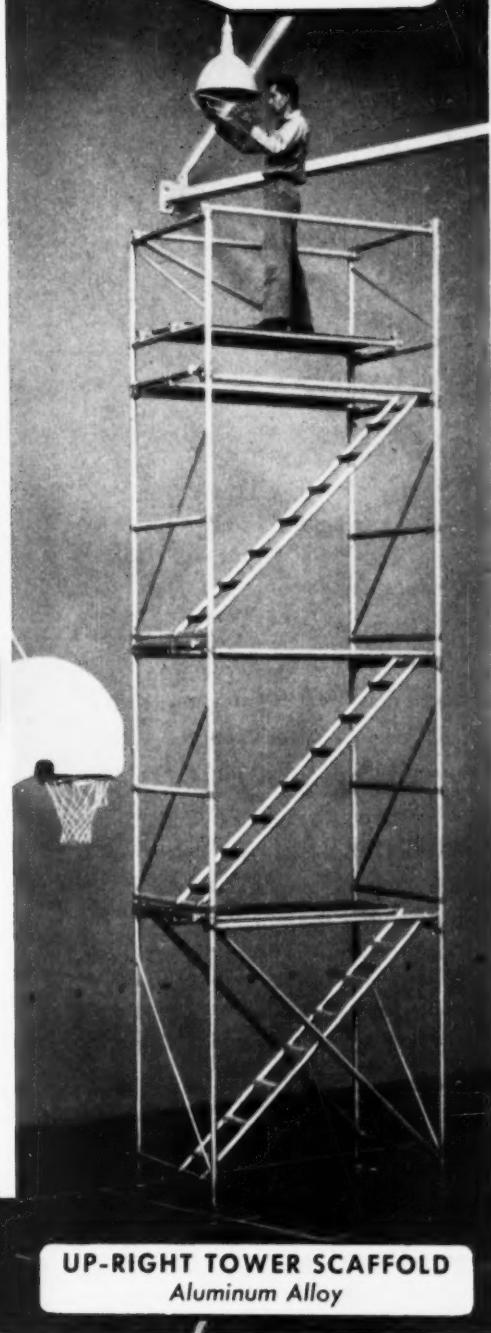
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

## "UP-RIGHT" SCAFFOLDS

DEPT. 154 • 1013 PARDEE STREET • BERKELEY, CALIFORNIA  
FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

**NEW, FASTER, SAFER WAY  
TO GET UP IN THE AIR  
AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



**UP-RIGHT TOWER SCAFFOLD**  
Aluminum Alloy

## Audio-Visual Aids

### SE-501 Parent Education

*A Child's Guide to a Parent's Mind.* A new series of filmstrips for parent education based on the book of the same name are now available for showing. The films #1, 2, and 3 run approximately 12 minutes each. THE FILMSTRIP HOUSE, 25 Broad St., New York 4, N. Y.

### SE-502 1953 Film Previews

This new film catalog just released describes the various Mid-Year preview films which will be available and which will include: *Democracy Series*, *Arithmetic*,

*Human Biology*, and *Discussion Films*. ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Ave., Wilmette, Ill.

### SE-503 History of Art

This circular lists a filmstrip series which is now available on the subjects of history, culture and art. A few of the many films listed include: *History of Japanese Prints*, *Modern Architecture in The United States*, *The Culture of The American Southwest*, and *Peoples of Latin America*. On sale in single or double frame filmstrips. HERBERT E. BUDEK COMPANY, INC., 55 Poplar Ave., Hackensack, N. J.

### SE-504 New Filmstrips

Among the many new filmstrips for schools

### SE-264

**designed  
with**

## SCHOOL CLASSROOM IN MIND!

### **HAWS Sink-Type Drinking Faucet Receptor**

School classrooms may differ widely in their requirements. Realizing this, the new HAWS Sink-Type VANDAL PROOF Drinking Faucet Receptor was designed to accept practically any combination of HAWS Pantry Faucets—or Fill Glass Faucets—and HAWS bubbler-type Drinking Fountains.

• The HAWS Receptor is cast iron—beautifully finished in acid resisting white enamel. Stainless steel mounting rim prevents water running onto table or cabinet top and affords a water tight bond between sink and top surface.

Write today for brochure illustrating combinations of HAWS fixtures that may be utilized with Receptor. You'll find a combination to fit the school job you have on the board or are now planning!

**DRINKING FAUCET CO.**

1441 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

being released this fall by Young America Films are these new sets: *Julius Caesar Series*, *American Trees*, *Mass Communication Series*, *Golden Book Set No. 6*, and *Elementary Science Set No. 4*. YOUNG AMERICA FILMS, INC., 18 East 41st St., New York 17, N. Y.

### SE-505 1953-54 Catalogue

This catalogue of Coronet films describes 487 of the 16mm. educational sound motion pictures now available. Included are films for primary, intermediate, junior and senior high schools and adult groups. Various subjects are covered for each particular group. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

### SE-506 16mm. Motion Pictures

Selected 16mm. filmstrips now on sale by Film Publishers include such titles as: *Your Children and You*, *The Sydenham Plan*, *The Official Civil Defense Administration Films*, *Survival Under Atomic Attack*, and *Duck and Cover*. FILM PUBLISHERS, 25 Broad St., New York 4, N. Y.

### SE-507 Camera Manufacture

*Fine Cameras and How They Are Made.* A new full-color 16mm. sound motion picture film is now available for showing to high school, college, and civic groups. The picture tells the complete story of the design and manufacture of fine cameras—from the importance of scientific research to the precision equipment and skilled craftsmanship needed for camera production. THE MODERN TALKING PICTURE SERVICE, 45 Rockefeller Plaza, New York 20, N. Y.

### SE-508 Children's Fairy Tales

A new filmstrip series has just been released by the Society for Visual Education. Each strip is in color, captioned and averages 36 frames in length. Titles are: *Cinderella*, *Snow White and the Seven Dwarfs*, *Jack and the Beanstalk*, *Sleeping Beauty*, *The Little Engine that Could*, and *Rackety Rabbit and the Runaway Easter Eggs*. They are designed to increase the students' ability to discuss and tell stories and are excellent for remedial and independent reading. These stories, in filmstrip form, build experimental background and story appreciation. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey Parkway, Chicago 14, Ill.

### SE-509 Film Bulletin 5230

Three 16mm. sound films in full color described in this bulletin are supplied on free loan to industrial firms, educational institutions, and the armed forces. In addition to English dialogue, sound tracks are available in French and Spanish. The series includes *The Metalworking Lathe*, *Plain Turning*, and *Grinding Cutter Bits*. Showing time for each film is approximately 20 minutes. SOUTH BEND LATHE WORKS, 425 East Madison St., South Bend 2, Ind.

### SE-510 New Films By YAF

Among the new teaching films (all 16mm., sound) currently being released by Young America Films are the following titles: *Your Cleanliness*, *A Citizen Participates*, *A Man Without a Country*, *Venice*, *Japanese Fishing Village* and *Your Food*. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York, N. Y.

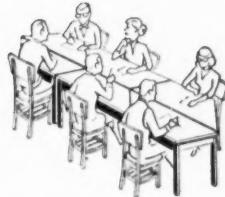


# National's original Multi-mode Table serves every classroom requirement

**Specially Designed for Group Activities—Built With Many Exclusive Features**



This is the original trapezoidal table of multi-functional design, created by National School Furniture Company to meet the need for appropriate classroom furniture that would serve every possible purpose.



It is the only trapezoidal table that has a genuine Nevamar high-pressure laminated top. It never needs refinishing. Its wood-grain pattern has been specially developed for uniform low light reflectance.



It is the only trapezoidal table that has a Wynene shockproof edge to protect it against lateral impact when being moved about. It is quickly interchangeable with any other unit — can be used for an infinite variety of group arrangements.

The Multi-mode Table has been proven in actual service — in public schools and colleges — to meet every classroom need. It is available in four standard heights: 20, 23, 26 and 29 inches.

## NATIONAL SCHOOL FURNITURE COMPANY

*Division of National Store Fixture Co., Inc.*

**ODENTON, MARYLAND**

## New Textbooks

### SE-511 Experiments In Design

*Design*, by Sybil Emerson. This unique book has as its purpose the presentation of a series of experiences in design for the beginner, based on experimentation with a variety of very simple materials which require no skill in manipulation. The book includes many interesting examples of students' work side by side with that of professionals. LAUREL PUBLISHERS, 325 Ash St., Scranton, Pa.

### SE-512 Short Plays

*Modern Short Plays*, edited by Felix Sper. \$2.00. The one-act plays presented here

derive from outside countries such as Hungary, Spain, and Great Britain as well as the U. S. Though settings may differ, themes are rooted in common experiences of young and old. The collection endeavors to capture a variety of moods both tender and tough, comic and pathetic. GLOBE Book Co., 175 Fifth Ave., New York 10, N. Y.

### SE-513 Second-Grade Language Program

*Round the School Year*, Language for Daily Use series, by Mildred A. Dawson and Bonnie Scales. Cloth, \$1.32. This book is designed to provide a sound second-grade foundation for the authors' language textbooks for grades 3 to 8. It sets up learning situations that involve speech

practice, development of sentence sense, items of usage appropriate to the age level, storytelling, dramatization, conversation, discussion, and simple choral speaking. The work is largely oral but the authors provide a gradual introduction to written expression as children copy from the board, write from teacher dictation, and do independent writing of stories. WORLD BOOK CO., Yonkers-on-Hudson, N. Y.

### SE-514 Reading Improvement

*How to Become a Better Reader*, by Paul Witty. School edition, \$4.16 each. Classroom order for 10 or more, \$3.12 each. Adaptable to individual or group reading instruction, this new work-text is completely self-administering and can be used by high school students, college students, and adults—anyone who now reads at the seventh grade level or higher. At the end of the book, there is a special Reading Progress Chart to keep a cumulative record of test results and improvements. The author estimates that, using this text, reading can improve 50% in 25 hours. SCIENCE RESEARCH ASSOCIATES, 57 W. Grand Ave., Chicago 10, Ill.

### SE-515 Teen-Age Life Adjustment

*Living Your Life*, Second edition, by Crawford, Cooley, Trillingham and Stoops. \$2.80. This book is a text for group guidance in study, school life, and social living. The functional "how-to-do-it" approach helps the student to help himself in making adjustments to his society at home, at school, and in the community. The problem solving method is used throughout, written up in the language of teenagers. D. C. HEATH & CO., Boston, Mass.

### SE-516 Arithmetic Series

*Arithmetic for Today!* Grades 1-8. Cloth-bound edition, \$99 each. This series follows a natural teaching sequence for maximum understanding. Pupils undertake a new concept only after reviewing preceding principles on which the new concept is based. At each step, the pupil is provided with actual experiences which make the work real and meaningful. CHARLES E. MERRILL BOOKS, 400 S. Front St., Columbus 15, Ohio.

### SE-517 How Learning Occurs

*Improving Children's Learning Ability*, by Harry N. Rivlin. Better Living Booklet Series. \$40 each, special quantity discounts. This booklet tells, in non-technical language, how learning develops in the periods of infancy and childhood, and progresses through adolescence to maturity. It points out how teachers and parents can help children learn and how they can discover the factors that may be interfering with the learning process. SCIENCE RESEARCH ASSOCIATES, 57 W. Grand Ave., Chicago 10, Ill.

### SE-518 Transition Reader

*Just Imagine!* by William S. Gray, Marion Monroe, and A. Sterl Artley. This reader is for children moving from primary school into the intermediate grades. A special program for slow readers is offered in the Teacher's Edition and Think-and-Do Book. In the Pupils' Edition there are 35 fast-moving stories selected for their appeal to pre-teen-agers written in vocabulary from the New Basic Readers for the primary grades. 255 pages. \$1.80 list. SCOTT, FORESMAN & CO., Chicago, Ill.

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To find the dishwashing machine that will pay you the greatest return on your investment, get the facts about Universal Dishwashers.

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no bolts to fasten  
compact storage

A. Insert cross braces into the Welded Steel Panel sockets. B. Set plywood platforms reinforced with steel battens into place on this rigid framework. Lugs welded to the Panel prevent forward and backward movement. C. The unit is complete—Ready For Use. It's that simple and it can be done by a single person. The Riser parts are small and light enough for easy handling and compact storage, too.

Playtime portable Risers are suited for commencements, class or group pictures — indoor or out and can be used for additional seating at basketball games and class demonstrations.

Playtime Risers are available for Standing or Seated Chorus, Orchestra or Band. Portable Stages are also available. Write for Suggested layouts to suit your requirements.

"it's the Panel that makes the difference"

**PLAYTIME EQUIPMENT CORP.**  
MARS, PENNA.



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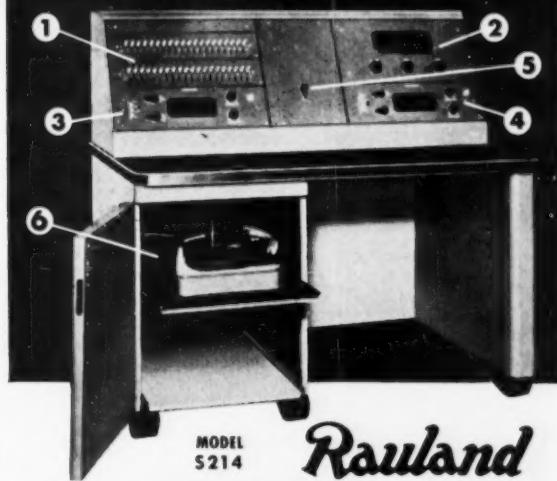
All Geerpres floor-cleaning equipment.  
 Geerpres "Floor-King" (24 to 36 oz. mops) with  
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 Geerpres "Floor-Knight" (8 to 16 oz. mops).

NAME, COMPANY AND ADDRESS: {

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AND  
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November, 1953

**Unsurpassed Educational Tool  
CENTRAL CONTROL ALL-FACILITY  
SCHOOL SOUND SYSTEM**



**Rauland**  
**VERSATILE DUAL-CHANNEL SYSTEM**

Here, at minimum cost, is the *complete* answer to administrative problems. This All-Facility Console distributes administrative information instantly for up to a total of 40 classrooms; feeds microphone, radio and phono programs to any or all rooms, and provides 2-way conversation between any room and central control Console. Includes every modern feature to enhance instruction and improve administration.

**Your choice of every desirable program facility**

**1 SWITCH PANEL**

Selects any or all rooms (available with up to 40 room capacity). Distributes any 2 programs; selects communication and room-return.

**3 PROGRAM PANEL**

Selects and distributes any of 2 microphones (one at Console and one remote), Radio or Phonograph.

**5 ALL-CALL SWITCH**

An Emergency and All-Call feature—instantly connects all rooms to receive programs or instructions.

**2 FM-AM RADIO**

Selects any radio program on the complete FM band or the entire AM standard Broadcast band for distribution to any or all rooms.

**4 INTERCOM**

This panel serves as the second program panel and as the intercom panel permitting 2-way conversation with any room.

**6 RECORD CHANGER**

Highest quality Automatic Changer plays records of all sizes and all speeds.

This System is also available in S114 Consolette model, less desk. Write for full descriptive details covering these quality-built, ultra-modern systems.

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Send full details on RAULAND School Sound Systems.

We have ..... classrooms; auditorium seats .....

Name ..... Title .....

School .....

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City ..... Zone ..... State .....



## Manufacturers' Catalogs

### SE-519 Soap Dispensers

This multi-colored catalogue illustrates an extensive line of quality Soap Dispensers, Valves, and Tanks. It is divided into easy-to-read sections. Capacity, dimensions, and individual features of each model illustrated are described in full detail. BOBRICK MANUFACTURING CORP., 1214 Nostrand Ave., Brooklyn 25, N. Y.

### SE-520 Fisher-Kendall Mixer

This 7-page booklet FS-238, just off press,

gives detailed figures of Fisher Development Laboratories' experiments with the new automatic mixer, used for both dry and liquid blending in the modern laboratory. It is of major importance to the inorganic and organic chemist as well as to the pharmaceutical chemist, chromatographer, and spectroscopist. FISHER SCIENTIFIC Co., 717 Forbes St., Pittsburgh 19, Pa.

### SE-521 School Shop Equipment

Catalog 53. A new, colorful, illustrated catalog of school shop equipment has just been released by H&S. It contains tools and machines best suited for school use. Listed are dimensions, prices, and illustrations for each specific piece of equipment. An alphabetical index is included in the

catalog. HOWARD & SMITH, INC., 14255 Schaefer, Detroit 27, Mich.

### SE-522 AerVoid Food & Liquid Carriers

A new attractive pamphlet just released displays the various Food, Soup, Milk and Liquid Carriers featured by the Vacuum Can Co. Directed primarily to School Lunch Directors it explains the forward step in school feeding by the use of portable AerVoid Carriers, and how they improve sanitary conditions. VACUUM CAN Co., 19 South Hoyne Ave., Chicago 12, Ill.

### SE-523 Cenco High Vacuum Apparatus

Bulletin 10F. Completely revised and containing a great deal of additional information, charts and data, this new 60-page bulletin on High Vacuum Applications is now available. Obtainable without charge, this catalog contains subjects as Planning the High Vacuum System; Connections and Speed of Evacuations; Selection of High Vacuum Pumping Systems and Low Pressure Technique. CENTRAL SCIENTIFIC Co., 1700 Irving Park Road, Chicago 13, Ill.

### SE-524 Catalog 621

A new, enlarged catalog covering tube fittings and shut-off valves, brass pipe fittings, and tubing tools for plumbing and heating, oil burner, LP Gas, and City Gas applications has been issued. The 28-page catalog includes a showing of Imperial's line of Kwik-Tite Compression Fittings and Flared Tube Fittings and describes convenient cabinet stocks of fittings. THE IMPERIAL BRASS MFG. CO., 1200 W. Harrison St., Chicago 7, Ill.

### SE-525 Modern School Lighting

This 12-page booklet features solutions for school lighting problems with emphasis on silvered bowl incandescent systems. The concentric ring luminaire is also displayed. It lists in picture form the lighting appropriate for the various rooms in a school building. A complete line of lighting fixtures are also featured. SILVRAY LIGHTING, INC., RKO Building, Radio City, New York 20, N. Y.

### SE-526 Electronics Reference Book

Catalog No. 56. A comprehensive parts catalog has recently been released by Newark Electric containing the newest in electronic equipment. This 196-page catalog contains sections devoted to test equipment, industrial equipment and supplies, high-fidelity systems, and components. Also included are tape and disc recorders, phonos and changers, P.A. and inter-communication systems books, tools and the very latest in amateur equipment. NEWARK ELECTRIC CO., 223 West Madison St., Chicago 6, Ill.

### SE-527 Paint Product

A bulletin which describes methods of painting and covering "problem walls" is now available. Details about Paint-O-Plast, the new Enterprise product, which is paint, plaster, color and texture combined in one protective coating, is described. Smooth-Tex may be applied with a minimum of effort to achieve a smooth, even-type finish. ENTERPRISE PAINT MFG. Co., 2841 South Ashland Ave., Chicago, Ill.

**SE-268**

E. W. A. ROWLES COMPANY

ARLINGTON HEIGHTS, ILLINOIS



*For Greater Economy*  
**DARNELL CASTERS**

Darnell Double Ball-Bearing Swivel Piano Casters are radically different from any other piano casters. Ideally suited for use in schools, churches, broadcasting studios, homes, and other places where the easy movement of pianos is an advantage.

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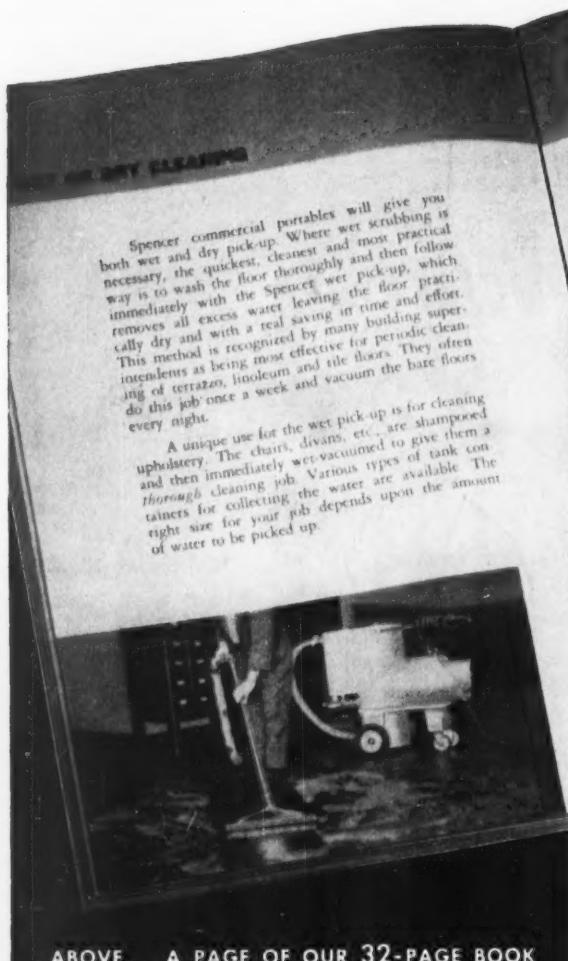
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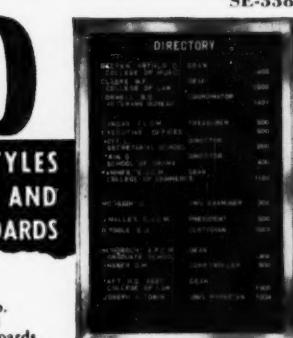
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SE-349

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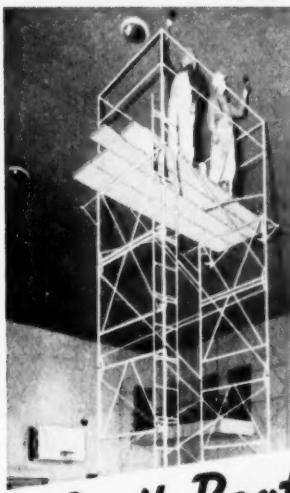
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Write Dept. 26 for a DON salesman to call! He can help you set up your school lunch program. His experience can be a valuable aid.

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SE-350  
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November, 1953

SE-351

# Folding Tables by HOWE

FOR CLASSROOM, CAFETERIA  
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## HOWE standard table

This famous table has important Howe features:

- All steel chassis.
- A brace at each leg, and a leg at each corner for engineering balance.
- Ample leg room at both sides and ends of table.

Sizes: 30" x 48", 24" x 72", 30" x 72", 36" x 72", 24" x 96, 30" x 96", 36" x 96".

Benches and round tables also available



## HOWE Pedestal Leg Table

Here is another masterpiece of Howe engineering and design. Note these construction features:

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- Strong, foolproof lock with self-tightening principle.
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Also ask about Howe's  
NEW folding BENCH-AND-  
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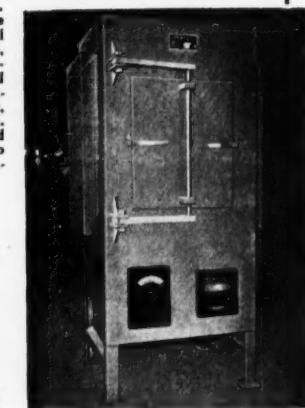
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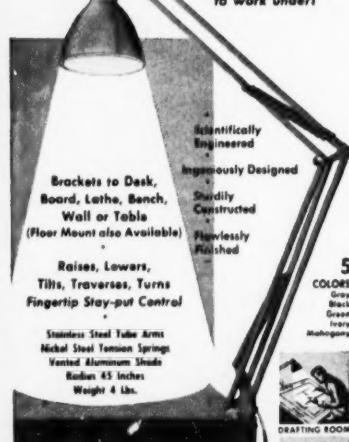
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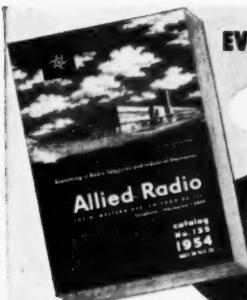
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SE-356

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- Smooth, effortless movement

## **SPANOTRAC**

Sturdy drapery track specifically designed for



Track and Carrier Assembly

- Blackout windows in Audio-Visual classrooms
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- Auditorium windows . . . Small stages

Recommended for use with light to medium weight curtains, not to exceed 20 feet in length. Aluminum or magnesium track, installed single in one section.

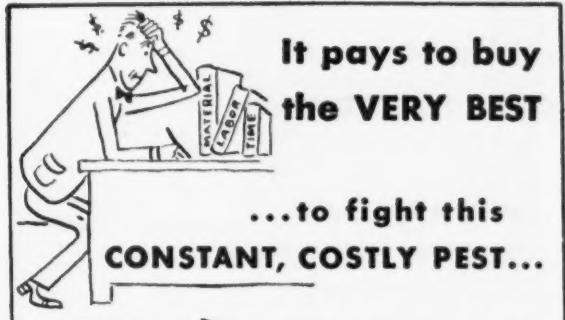
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Ball-bearing casters (locking type) make it easy to maneuver. Patented. U. S. Approved. Distributors in principal cities. Write for catalog.

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### LOCKERETTE



- Improve health and lower absenteeism.
- Improve pride in appearance —keep wraps "in press".
- Save valuable floor space.

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YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COMBINATION STORAGE UNITS!

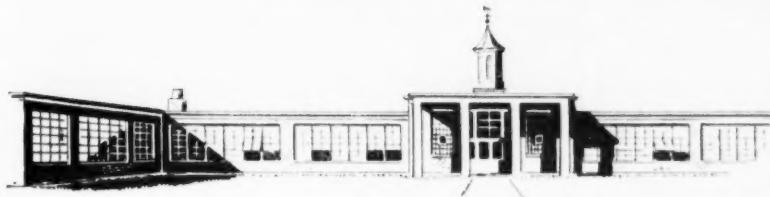


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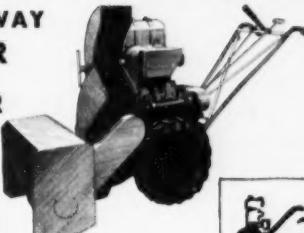
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SE-364

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# CLAPP'S SENIOR PROJECTION TABLE AND PORTABLE LECTERN

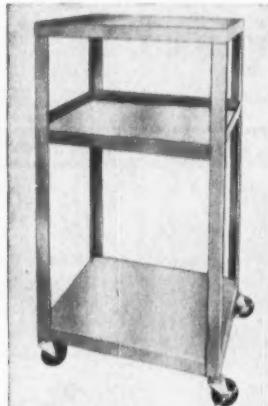
MORE UTILITY! MORE VALUE!  
MORE CONVENIENCE!



Each \$12.50

## NEW PORTABLE LECTERN

Can be used separately on top of classroom desk or can be used with Clapp's Senior Projection Table below as an ideal speakers podium in auditorium or large assembly hall. All steel construction, welded top and sides. Removable rubber feet. Size 22" x 18" with  $\frac{1}{4}$ " extension of top on three sides. Top slopes at convenient angle—with ledge at front edge for holding books and papers in place.



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Ideal for handling Audio-Visual Education equipment because it's easily portable, exceptionally sturdy, ample in size to hold largest loud speaker on lower shelf and recorder or slide film projector on second shelf. Can be used separately as a projection table, or with Portable Lectern (above) as a podium.

All-metal, all-welded construction—no nuts or bolts to come loose. Table is 42" high. Top and two shelves are 18" x 22" with 11" between top and second shelf, and 22" between second and lower shelf. Four 3" soft rubber-tired, ball bearing casters (2 plain, 2 with sidebrakes).

## SPECIAL 3-in-1 COMBINATION OFFER!

Get the triple utility of the Portable Lectern, the Portable Projection Table and the portable speaker's podium by combining Lectern and Table. Save \$2.50 by ordering the two units together.

Price per combination set \$49.50

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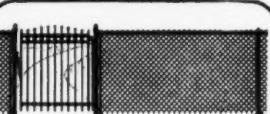
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One way to reduce school ground casualties is to surround play areas with a Stewart Chain Link Wire or Iron Picket Fence. For complete details write for catalog. Please mention whether you are interested in wire or iron fence. Stewart also produces many other wire and iron products for schools. Information on these items sent on request.

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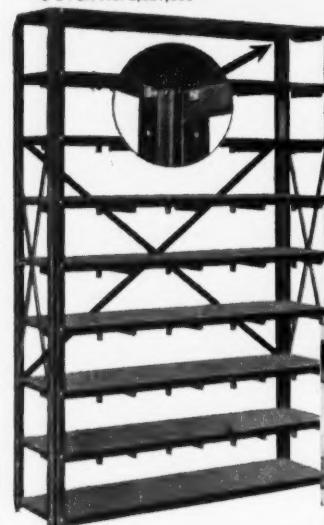
Stewart Chain Link Wire Fence is made in several styles.



Stewart Iron Fence is made in plain and ornamental iron.

**Stewart** IRON and WIRE  
FENCES

SE-367



### Rigid Corner Posts—Safer Recessed Hasps

The Neubaer "TWIN-POST" corners are actually 2 posts with 3 strong corner (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



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Inquiries invited from school supply dealers.

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MAYLINE



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This Drafting and Art Classroom Table is one of many fine products.

### DOUBLE WORK BENCH



A proud addition to any wood shop. Thick, hard Maple top, solid oak base — natural finish, rapid acting vise. Also available as a single work bench.

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## Ionia "SAFE-TEE" FOLDING CHAIRS

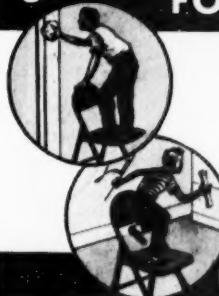
This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

#### Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

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TR-25AM

### Variable control of tempo and pitch

TR Models provide variable speed control for special applications of sound in teaching music, dancing, gym, language, etc.

#### FLOATING SOUND

Exclusive feature eliminates needle skipping due to jolts and jars of dancing feet.



TR-16AM



R-16



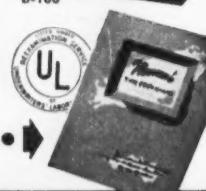
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RC-12



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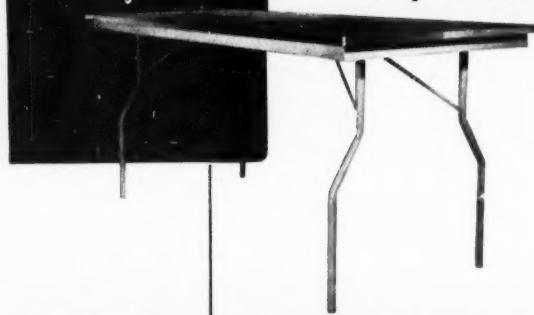
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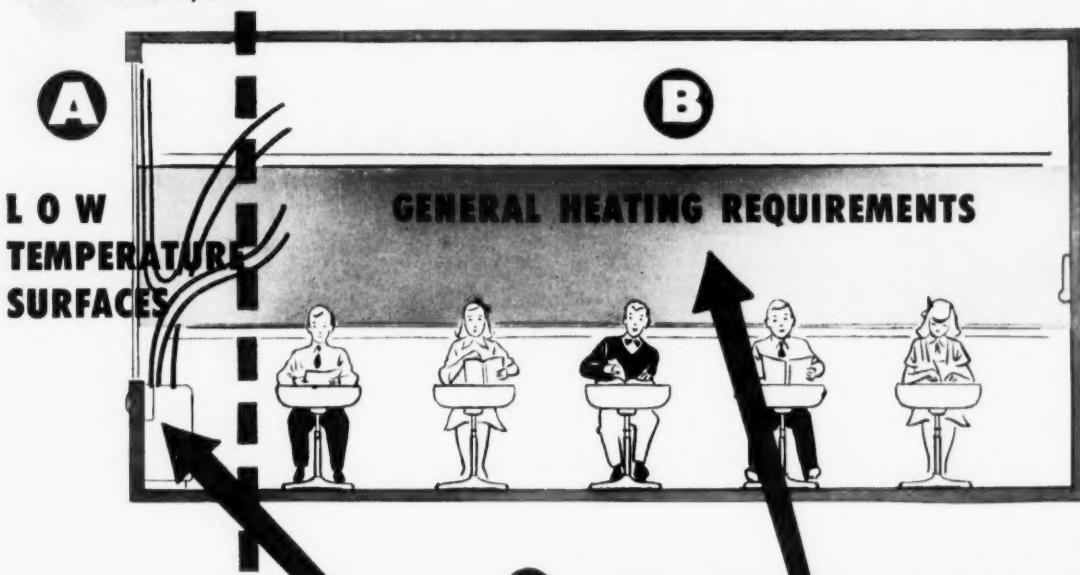
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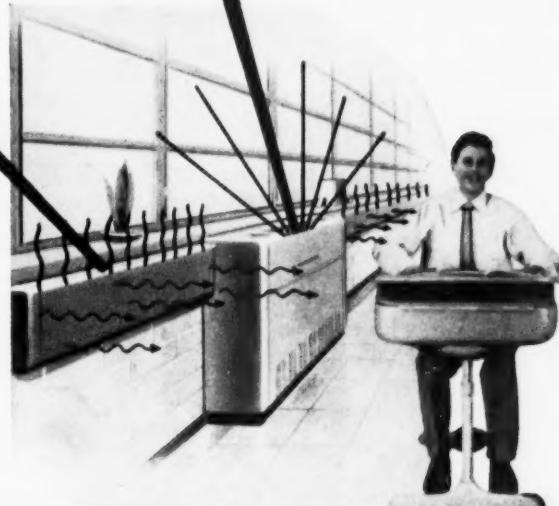
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